

AIM Qualifications Suite of ESOL International Qualifications Specification

Version 6 – February 2025



Document version history

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2	November 2018	<ul style="list-style-type: none">▪ Update to TQT value (Pages 7-8)
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About us

Qualification specification

AIM Qualifications and Assessment Group is a leading Awarding Organisation supplying hundreds of centres with high-quality regulated vocational and technical qualifications. We also offer non-accredited provision and apprenticeship end-point assessments.

AIM qualifications cover a range of academic levels from Entry Level to Level 6 across a wide range of subject areas. All our UK Level 3 qualifications carry UCAS tariff points which can count towards university entry requirements.

About this qualification specification

This specification is intended for tutors, , centre managers and other staff within AIM recognised centres and/or prospective centres. It provides information about the structure and delivery of the qualification. The specification should be read in conjunction with the AIM Centre Handbook and other policy documents available on the website and in the MIA portal.

Offering this qualification

In order to offer this qualification, you must be an AIM recognised centre and be approved to deliver this qualification. If your centre is not yet recognised, please contact our business development team to discuss becoming an AIM recognised centre. They can advise you on the best qualifications for your organisation.

You can arrange a meeting by emailing businessdevelopment@aimgroup.org.uk or calling [0333 034 8833](tel:03330348833). More information can be found on: www.aim-group.org.uk/newcentre



Section 1 – Qualification overview



Welcome to the AIM Qualifications Suite of ESOL International Qualifications Specification.

This specification contains everything you need to know about the suite of qualifications and is intended for tutors, assessors, internal verifiers, and other staff involved with the planning, delivery, and assessment.

This is a live document and as such will be updated when required. You will be informed via email when changes are made, and it is your responsibility to ensure the most up-to-date version of the Qualification Specification is in use.

AIM Qualifications Entry Level 3 Certificate in ESOL International (B1) (Anglia Intermediate)
AIM Qualifications Level 1 Certificate in ESOL International (B2) (Anglia Advanced)
AIM Qualifications Level 2 Certificate in ESOL International (C1) (Anglia Proficiency)
AIM Qualifications Level 3 Certificate in ESOL International (Anglia Mastery)

About these qualifications

The AIM's Suite of ESOL International Qualifications provide teachers and students within the international community with a progressive, high quality, fair, inclusive and user-friendly range of English language qualifications, which will impact positively on their learning and on their professional and personal development.

Qualification purpose

ESOL International Qualifications are designed for candidates who are not native speakers of English and who wish to achieve a high-quality qualification in English that is globally available and internationally recognised. They are designed to reference the descriptions of language proficiency in the Common European Framework Reference for Languages (CEFR). The levels in the CEFR have been mapped to the levels in the Regulated Qualifications Framework for England, Wales and Northern Ireland (see Pathways to Proficiency: the alignment of language proficiency scales for assessing competence in English Language DFES / QCA, 2003). All examination levels (A1-C2) are aimed at adult candidates (16+) and may be used to demonstrate language proficiency for academic, vocational or professional purposes. IESOL examinations at levels A1-B2 are also available as 'for Schools' exams specifically aimed at younger candidates (aged 11-16) who wish to demonstrate that they have met the respective level of language competence. IESOL for Schools tests follow the same specifications and CEFR-alignment principles, but consist of content that is appropriate for school-age test takers.

Qualification details

AIM Qualifications Entry Level Certificate in ESOL International (Entry 3) (B1) (Anglia Intermediate)

Qualification	English for Speakers of Other Languages
Assessment	Externally set and externally marked
Grading	Pass/Merit/Distinction
Geographical coverage	England, Northern Ireland, International
Operational start date	01/11/2014
Review date	31/12/2027
Sector	12.1 Languages, Literature and Culture of the British Isles
Qualification number	601/4946/2
Guided Learning Hours (GLH)	180
Total Qualification Time (TQT)	260
Minimum learner age	Pre 16; 16-18; 19+

AIM Qualifications Level 1 Certificate in ESOL International (B2) (Anglia Advanced)

Qualification	English for Speakers of Other Languages
Assessment	Externally set and externally marked
Grading	Pass/Merit/Distinction
Geographical coverage	England, Northern Ireland, International
Operational start date	01/11/2014
Review date	31/12/2027
Sector	12.1 Languages, Literature and Culture of the British Isles
Qualification number	601/4947/4
Guided Learning Hours (GLH)	180
Total Qualification Time (TQT)	260
Minimum learner age	Pre 16; 16-18; 19+

AIM Qualifications Level 2 Certificate in ESOL International (C1) (Anglia Proficiency)

Qualification	English for Speakers of Other Languages
Assessment	Externally set and externally marked
Grading	Pass/Merit/Distinction
Geographical coverage	England, Northern Ireland, International
Operational start date	01/11/2014
Review date	31/12/2027
Sector	12.1 Languages, Literature and Culture of the British Isles
Qualification number	601/4949/8
Guided Learning Hours (GLH)	200
Total Qualification Time (TQT)	300
Minimum learner age	Pre 16; 16-18; 19+

AIM Qualifications Level 3 Certificate in ESOL International (C2) (Anglia Mastery)

Qualification	English for Speakers of Other Languages
Assessment	Externally set and externally marked
Grading	Pass/Merit/Distinction
Geographical coverage	England, Northern Ireland, International
Operational start date	01/11/2014
Review date	31/12/2027
Sector	12.1 Languages, Literature and Culture of the British Isles
Qualification number	601/4948/6
Guided Learning Hours (GLH)	230
Total Qualification Time (TQT)	340
Minimum learner age	Pre 16; 16-18; 19+

Regulated Qualification Framework (RQF)

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size. Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three “entry levels”. Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in term of Total Qualification Time (TQT). The part of the TQT spent being taught or supervised is known as Guided Learning Hours (GLH)

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Total Qualification Time (TQT) and Guided Learning Hours (GLH)

Total Qualification Time (TQT) is the number of notional hours it takes a typical learner to achieve the full qualification and is **made up of two elements**:

- the minimum number of Qualification Guided Learning Hours (GLH) - the number of Tutor led contact hours
- the number of hours spent on preparation, studying and the assessment that is non-guided

For example, the number of tutor-led contact hours (GLH) for a qualification is 30 and the number of hours spent by the learner (non-GLH) on preparation, studying and the assessment is 6 hours. Therefore, the Total Qualification Time (TQT) for the qualification is 36 hours.

Progression opportunities

Learners may progress to further levels in this suite of qualifications They may also progress onto vocational or academic qualifications taken in English.

Entry requirements

There are no restrictions on candidate entry to these qualifications. It is also recommended that candidates undertake comprehensive initial diagnostic assessments to ensure that they are following a learning programme appropriate to their level.

Requirements to deliver this Qualification

As an Awarding Organisation, we require that:

Centres should only deliver the components that they have the human and physical resources to deliver. For example, if a learner needs to demonstrate the use of tools in a specific environment, then the centre will need to have access to both the tools and the environment.

Assessors

Those assessing on the qualification should have a teaching qualification at level 3. Assessors should have the knowledge and skills for at least the level above for each individual component that they deliver.



Section 2 – Qualification structure



Qualification structure

AIM's ESOL International qualifications are available at four levels: RQF (CEF)

- Entry 3 (B1)
- Level 1 (B2)
- Level 2(C1)
- Level 3 (C2)

Each level comprises two mandatory units covering three skills:

- Reading and Writing
- Listening

There is an additional optional unit covering the fourth skill:

- Speaking

The mandatory units must be taken together and cannot be taken and awarded separately.

The speaking unit is optional and may be taken either at the same or a different level to the mandatory units according to the skill profile of the candidate. However, the speaking unit cannot be taken independently of the mandatory units.

While the speaking unit is optional to the qualification, candidates should note that in many situations, universities, institutes of higher education, national governments, border agencies and employers will require all four skills. In these situations, speaking will therefore, in effect, be compulsory.

The certificate of achievement for the final qualification will recognise the three mandatory skills. A separate unit certificate will be awarded for the speaking component at the relevant level.

Weightings and Mark Distribution

The weighting allocated to the separate skills always follows the same formula:

- Listening, Reading and Writing skills

These three mandatory skills are given equal weighting of 33.3% which is applied to the overall grade awarded.

- Speaking skill

The speaking skill is an optional unit and is awarded separately to provide additional information about the language skill profile of the candidate.

Grading

Overall achievement at each level is graded according to the weighting described above corresponding to the candidates' performance. Grade boundaries may be moved and adjusted according to how individual assessment papers perform to ensure consistency and comparability of standards. However, the grade boundaries would normally be as follows:

AIM Qualifications ESOL International Level	Did not achieve	Pass	Merit	Distinction
Entry 3	<50%	50-64%	65-79%	80%+
Level 1	<50%	50-64%	65-79%	80%+
Level 2	<50%	50-64%	65-79%	80%+

At Level 3, the grading approach is different due to the extensive evidence presented by the candidate and the higher pass threshold. As such a candidate can achieve a pass at either C1 or C2 on the CEFR as follows:

AIM Qualifications ESOL International Level	Did not achieve	Pass	Merit	Distinction
Level 3	<55%	55-64%	65-74%	75-89%

In order to achieve an overall pass in Anglia Exams at the accredited levels (B1 – C2), candidates are expected to achieve a minimum standard of 40% in each of the mandatory skills (reading, writing and listening). No change has been made to the grade boundaries.

Re-tests

A candidate who achieves may wish to improve their score and is therefore permitted to retake the test at the same level in a subsequent session.

Where a candidate does not achieve, re-tests are permissible. The candidate may be entered into the next available series under the following conditions:

- If a candidate achieves either a pass or higher on the aggregated score of Reading, Writing and Listening, but does not achieve on the Speaking assessment, they can retake the Speaking within 12 months of the original test.
- If a candidate does not achieve a pass or higher on the aggregated score of Reading, Writing and Listening, but does achieve on the Speaking assessment, they can retake the Reading, Writing and Listening within 12 months of the Speaking Test.
- Reading, Writing and Listening skills cannot be individually banked.



Section 3 – Entry 3 Subject Specification

Overview

At this level the candidate can understand the main points of clear standard input on familiar matters regularly encountered in work, school and leisure. They can deal with most situations likely to arise whilst travelling in an area where English is spoken. They can produce simple connected text on topics which are familiar or of personal interest. They can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Entry 3 is assessed through three examinations:

- One Reading and Writing examination of 1 hour 40 minutes
- One Listening examination of 20 minutes
- One Speaking examination of approximately 15 minutes usually carried out in pairs.

Reading and writing

Candidates are assessed through a 1 hour 40-minute examination that is divided into eight sections:

Five Reading sections (R1 – R5) (50 marks)

These sections will ensure that the candidate can understand texts that consist mainly of high frequency, every day or job-related language. They can understand the description of events, feelings and wishes. Candidates will read straightforward factual texts of appropriate interest to demonstrate a satisfactory level of comprehension (R1).

Three Writing sections (W1 – W3) (50 marks)

These sections assess the candidate's ability to write simple connected text on topics which are familiar or of personal interest and texts describing experiences and impressions. The examination always follows the same standard format which is detailed below. The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for further details.

Section W1 (25 marks)

A composition (150-200 words) that shows the candidate can write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. (WP1)

There is a choice of four titles including a mixture of descriptive, narrative and imaginative tasks: for example:

Descriptive: the candidate can write straightforward, detailed descriptions on a range of familiar subjects within their field of interest. For example: (WP.1)

- Describe a popular festival in your country.
- Give a description of your town, city or village.

Narrative: the candidate can write accounts of experiences, describing feelings and reactions in simple connected text and narrate a story. (WP.2 and WP.4)

- Write a story beginning with the words “I woke up feeling nervous...”
- “There was a knock at the door...” Continue the story.

Imaginative: the candidate can write a description of an imaginary event or hypothetical situation. (WP.3)

- What would you do the day after you won £1billion?
- Imagine you are very old. What is it like?

Section W2 (15 marks)

The candidate must write one from a choice of two emails (80-100 words) to show they can write correspondence that conveys simple information of immediate relevance, getting across the points important to the task set. (W11)

The options allow the candidate to either express feelings or use any level-appropriate function such as conveying information, agreeing, checking, inviting etc. A scenario is given, for example:

Your friend has sent you some money for your birthday present. Write an email thanking him or her and continue on one of the following topics:

Either express feelings: the candidate can write emails describing experiences, feelings and events. (W1.1)

- Tell him/her why you were happy with the money and what you did with it.

Or convey information: the candidate can write emails conveying information of immediate relevance to friends, service people, teachers and others that feature in their everyday life, getting across comprehensibly the points they feel are important. (W1.2)

- Invite him/her to come somewhere special with you to spend your money.

Section R1 (13 marks)

Candidates will be required to read a text of 300-320 words. The text will be drawn from different genres e.g. newspaper articles will be set out as they would be in a newspaper and information about the natural world will be set out as it would be in an encyclopaedia.

Example topics:

- A record-breaking attempt to row across an ocean
- Unusual features of a rare animal

The questions on the text will assess the candidate’s ability to:

- Find and understand relevant information (R.2)
- Recognise significant points (R.3)
- Identify unfamiliar words from the context and extrapolate meaning (R.5 and R.6)

Section R2 (7 marks)

Candidates are required to read 5 short passages between 70-80 words each, on a common theme such as personal anecdotes, reviews, descriptions of places and extracts from letters, and to match 7 statements to the texts.

Section R3 (10 marks)

Candidates are tested on their receptive use of English skills through the completion of ten four- option multiple choice questions.

Typical grammatical structures tested come from the Entry 3 structure list found on page 27. This list includes language normally acquired at this level. The structures tested may include others earlier acquired.

Section W3 (10 marks)

Candidates are tested on their productive use of English skills through carrying out five sentence transformations.

They must rewrite sentences so that they mean the same as the original. The sentence stem and a prompt in brackets are provided.

The questions will assess the candidate's ability to express:

- Reported speech
- Passive voice
- The difference between 'too' and 'enough'
- The difference between 'so' and 'such'
- Any aspect of comparatives and superlatives

Section R4 (10 marks)

Candidates are tested on their receptive use of English skills through the completion of ten-word transformations.

They must read a sentence and make the necessary change to a given root word and place it in the gap provided so that it fits the context. The following range of words is tested:

- Adjective – adverb (e.g. careful – carefully, fortunate – fortunately, tidy – tidily)
- Verb – participle adjective (e.g. bore – bored / boring, interest – interested / interesting excite – excited / exciting)
- Positive – negative with prefixes (happy – unhappy, patient – impatient, healthy – unhealthy)
Proper noun countries to their adjectives for language and / or people (e.g. China – Chinese, Germany – German, France – French)
- Jobs or people formed from nouns or the base form of a verb (e.g. reception – receptionist, rob – robber, run – runner, visit – visitor)

- Words very commonly used with suffixes, either noun to adjective (e.g. danger – dangerous, use – useful), or verb to noun (inform – information, celebrate – celebration)

The candidate is not asked to make multiple transformations at this level (e.g. tidy – untidily, health unhealthy).

Section R5 (10 marks)

Candidates are tested on their receptive use of English skills through the completion of 10 gapped sentences. From each sentence a preposition/particle has been gapped from high-frequency, level-appropriate phrasal verbs. There is a box of nine given prepositions/particles. Some will need to be used more than once. Two or three of the particles should not be used.

Listening

Candidates are assessed through a 20-minute examination that is divided into 3 sections that ensure they can understand the main points of clear standard speech on familiar matters regularly encountered in work, school and leisure. They can understand the main point of recorded monologue or dialogue situations when the delivery is relatively slow and clear.

The examination always follows the same standard format, which is detailed below. Candidates will hear each extract twice in succession. No further repetitions are permitted.

The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for further details.

Section L1 (5 marks)

Candidates listen to extracts from six conversations (the first conversation is an example) and answer five four-option multiple choice questions to assess their ability to catch the main point of a discussion, simple technical information and detailed directions. There are distracters in the conversation and the answer is not always stated explicitly. (L1, L3 and L4)

Example topics:

- Understand an explanation of how to get to a specific location
- Identify relevant information from instructions, e.g. which switch will turn on the machine?

Section L2 (18 marks)

The candidate listens to a factual lecture or talk and must fill nine gaps. Each gap consists of two words. This is to assess the candidate's ability to follow short talks on familiar topics delivered in clearly articulated standard speech and to identify words from the context. (L2 and L8)

Example topics:

- The history of writing
- Living at high altitude

Section L3 (11 marks)

The candidate listens to a simulated radio extract on a given topic. They must identify whether statements are true, false or unstated, in order to assess their ability to understand the main points of recorded material and deduce sentence meaning. The questions are given in an order which follows the chronology of the extract. (L5 and L9)

Example topics:

- The life of Rosa Parks
- The discovery of Victoria Falls

Speaking

Candidates are assessed through examination that lasts approximately 15 minutes comprising three sections that ensure they can deal with most situations likely to arise while travelling in an area where English is spoken. They can enter into both prepared and unprepared conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). They can connect phrases in a simple way in order to describe experiences and events, their dreams, hopes and ambitions. They can briefly give reasons and explanations for opinions and plans.

Candidates may be awarded up to 50 marks for the Speaking component. The marks are awarded for the candidate's performance as a whole, over the three sections.

The examination always follows the same standard format, which is detailed below. The examination is usually carried out in pairs with another candidate at the same level. Section 2 requires preparation by the candidate prior to the examination.

The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for further details.

Section S1 2 (4 minutes)

The candidates talk about themselves, and the examiner prompts them to ask each other questions. They must be prepared to discuss their dreams, hopes and ambitions for the future. (SI2, SI3, SI7, SI1 and SI21)

Example questions:

- What job would you like to do in the future?
- Tell me something about the area you live in

Section S2 4 (6 minutes)

The candidates are given a selection of questions and possible responses to prepare. Two example questions and associated responses might be:

Where would you most like to spend a weekend with friends?

- Shopping
- Rock climbing
- Playing on the computer
- Swimming in the sea
- Horse riding
- Doing nothing much

What job would you most like to do when you grow up?

- Be a teacher
- Travel the world
- Be a full-time parent
- Work in business

- Be a professional sportsperson
- Be a celebrity

The questions and associated responses are available in the examination and the candidates are asked to select which question they would like to talk about. They must then select one of the given responses and argue their case both in an initial uninterrupted flow and then being prepared to answer questions. (SI.10, SI.11, SI.12, SP.4, SP.6, SP.7)

Section S3 (5 minutes)

Candidates are provided with a scenario that requires them to make arrangements for a specific Purpose, and visual or written prompts to include in their discussion.

Example scenario:

You and your partner have the job of organising a picnic for 10 people. The picnic is a surprise for your friend's birthday.

Think about what you are going to eat and drink, where it will take place and how you are going to carry everything there, etc. Use these pictures to help you with your discussion.

Candidates must work in pairs to give their opinion, find solutions and give reasons why they have come to the decisions made. They must be prepared to invite and listen to other ideas. (SI.13, SI.14, SI.15)

Vocabulary and Structures Lists

List of suggested words for Section R4

Verb	Noun	Adjective	Opposite	Adverb
	anger	angry		angrily
apologise	apology			
begin	beginning			
bore		bored/boring		
build	building/ builder			
		careful		carefully
celebrate	celebration			
cook	cooker	cooked		
	crowd	crowded		
	danger	dangerous		dangerously
describe	description			
die	death			
		easy		easily
excite	excitement	excited/exciting		
	fashion	fashionable	unfashionable	
		fortunate	unfortunate	fortunately
	happiness	happy	unhappy	happily
	health	healthy	unhealthy	healthily
help	help	helpful	unhelpful	
	hunger	hungry		hungrily
inform	information			
interest	interest	interested interesting		
invent	invention/inventor			
	kindness	kind	unkind	kindly
like			dislike	
		loud		loudly
	luck	lucky	unlucky	luckily
mean	meaning			
	noise	noisy		noisily
own	owner			
		perfect	imperfect	perfectly
	possibility	possible	impossible	possibly
	power	powerful		
	pride	proud		proudly
		quick		quickly

	reception	receptionist		
rob	robbery/ robber			
run	runner			
	science scientist			
		slow		slowly
	stripe	striped/ stripy		
	surprise			
tidy		tidy	untidy	tidily
	truth	true		
use		useful		
		usual		usually
visit	visitor			
worry	worried			
	Argentina	Argentinean		
	Britain	British		
	China	Chinese		
	Cyprus	Cypriot		
	France	French		
	Greece	Greek		
	Italy	Italian		
	Japan	Japanese		
	Russia	Russian		
	Spain	Spanish		
	Turkey	Turkish		

Grammar and Structures	What are they used for?	Some examples
1. Verbs		
Reported speech	Repeating messages, passing on information, telling stories, checking facts	“What is the height of the Empire State Building?” He wanted to know what the height of the Empire State Building was. “I phoned my parents last night,” said Jane. Jane said that she had phoned her parents the night before.
The third conditional – if/past perfect tense + would have/non-finite verb	Expressing regret Musing Describing a past that never was Talking through the consequences of our actions	They would have gone to the concert, if they had tickets. If he had known, he would have finished earlier.
Past Perfect Simple and continuous	Ordering the past	As in reported speech and 3rd conditional above He had been learning English for many years before he visited the USA.
The gerund - after certain prepositions after certain verbs in certain idiomatic expressions		After leaving work, he went to the gym. It’s no use talking to him. Is it worth doing?
To have something done	Expressing the fact that the speaker commissioned an activity	John had his house painted.
2. Conjunctions		
Conjunctions of reason and purpose, cause and result, concession Connectives: – and, but, nevertheless, or however	Talking about why people do things, the purpose of something, its cause, expressing surprise. Expressing connections in a sentence, text or argument	She goes to the gym in order to keep fit. There is a lack of water as a result of the hot weather. Despite / In spite of his wealth, he wasn’t happy.
So and such + that	Expressing cause and result	I was so tired that I fell asleep. It was such a sunny day that we went to the beach.
3. Variation in word order		
Changes in word order in specific situations	Expressing information accurately	To the north is ...

List of phrasal verbs

- give up (smoking)
- put up with (tolerate)
- let someone down (break a promise)
- set out / set off (start a journey)
- come across (find by accident)
- go off (explode, go off e.g. bomb, alarm, school bell)
- go off (rot)
- look into (investigate)
- look forward to (anticipate with pleasure)
- take after (resemble e.g. father to son)
- make something up (pretend)
- make off (escape)
- get on with (be friends)
- get over (recover)
- turn up (arrive)
- break up (into pieces or come to an end)
- check out (hotel)
- run out of
- break down (e.g. car)
- pick up (give a lift)
- carry out (order, plan)
- take up (start activity, job or fill space or time)
- go ahead (proceed, happen)

These verbs may also be tested:

- keen on
- fond of
- interested in
- proud of
- good at
- get up (get out of bed)
- get on (e.g. a bus)
- get off (e.g. a bus)
- get to (travel to somewhere)
- put on (get dressed)
- take-off (get undressed)
- pick up (a heavy bag)
- put down (a heavy bag)
- stand up
- sit down
- lie down
- look at (this photograph)
- look for (try to find)
- look like (smell like, sound like, etc.)
- turn off/switch off (e.g. a light)
- turn on/switch on (e.g. a light)
- go on/carry on (continue)
- put up/go up (price)
- put down/go down (price)
- put off (delay)
- take-off (airplane)
- look after
- look something up
- go away (on holiday)
- go out (a light or fire, or go to cinema)



Section 4 – Level 1 Subject Specification



Overview

At this level the candidate can understand the main ideas of complex text on both concrete and abstract topics. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. They can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Level 1 is assessed through three examinations:

- One Reading and Writing examination of 2 hours 30 minutes
- One Listening examination of 30 minutes
- One Speaking examination of approximately 20 minutes usually carried out in pairs

Reading and writing

Candidates are assessed through a 2 hour 30-minute-long examination that is divided into eight sections:

Five Reading Sections (50 mark)

These sections will ensure the candidate can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.

Three Writing Sections (50 marks)

These sections will assess the candidate's ability to write simple clear, detailed text on a wide range of subjects related to their interests. They can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. They can also write correspondence highlighting the personal significance of events and experiences.

The examination always follows the same standard format, which is detailed below.

The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for further details.

Section W1 (25 marks)

Candidates are required to complete a writing task of 200–250 words that show they can write clear, detailed text on a given topic. (WP1)

There is a choice of four titles including:

Who...? What...? Or Which...?

These are examples of the type of question that will be asked:

1 Descriptive: Who.....? or What.....? or Which. ?

- Which famous person would you most like to meet?
- What would you like to achieve by the age of thirty?
- Who is the most important person in the world today?

2 Descriptive: Describe....

- Describe what the world will be like when you are old.
- Describe the building you most admire.
- Describe your country in the spring.

3 Narrative: Give an account of....

- A brave rescue.
- A lucky escape.
- A dangerous adventure.

4 Discursive: '.....' Discuss.

- 'We have come too far away from nature.' Discuss.
- 'The world would be a better place without cars.' Discuss.
- 'What is the most important invention ever?' Discuss.

Section W2 (15 marks)

The candidate must write two pieces of correspondence to show that they can express news and views effectively in writing and relate to those of others. (WI1)

Task 1 a formal email (90-110 words) to communicate an enquiry or explain a problem (WI.2)

Task 2 an informal email (approx. 80 words) conveying degrees of emotion or highlighting the personal significance of events and experiences (WI.1)

It is important for the candidate to show an ability to differentiate between the types of writing required for the different tasks.

From a common scenario, each of the tasks will test a different function from the following list:

- asking for information
- asking for advice
- giving information
- thanking
- congratulating
- complaining
- inviting
- refusing / accepting an invitation
- apologising

For example:

Scenario: You have seen an advertisement for a holiday flat for rent.

Task 1

Write a formal email of 90-110 words to the owner. In your letter you should:

- ask for more information
- explain when you would like to go there

Include the addresses in the letter but do not include them in the number of words.

Task 2

Write an informal email of about 80 words to a friend. In your email you should:

- tell your friend about the holiday flat
- suggest you go together

Section R1 (13 marks)

Candidates will be required to read a text of 350-380 words. The text will be drawn from different genres e.g. news articles, journals, reports or an extract from a work of fiction.

Example topics:

- A sporting challenge
- The history of tattoos
- An extract from the Jungle Book

The questions on the text will assess the candidate's ability to:

- Read with a large degree of independence, with a broad active reading vocabulary (R1)
- Scan quickly through long and complex texts, locating relevant details (R.2)

- Understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints (R.4)
- Use a variety of strategies to achieve comprehension, including reading for main points, checking comprehension by using contextual clues (R.6)

Section R2 (7 marks)

Candidates are required to read six news articles between 80-90 words each on a common theme and seven related items. They must match which item relates to which article in order to assess their ability to quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics. One of these articles will NOT be chosen as an answer. (R.3)

Example topics:

- Space travel
- Crime
- Sport achievements

Section R3 (10 marks)

Candidates are tested on their receptive use of English skills through the completion of ten four- option multiple choice questions.

Typical grammatical structures tested come from the Level 1 structure list found on page 34. This list includes language normally acquired at this level. The structures tested may include others earlier acquired.

Section W3 (10 marks)

Candidates are tested on their productive use of English skills through carrying out five sentence transformations.

They must re-write sentences so that they mean the same as the original. A sentence stem is provided.

Five questions will assess the candidate's ability to express:

- inversion after negative adverbs
- reported speech
- conditionals
- past modals
- phrasal verbs

Other structures from previous levels may also be tested.

Section R4 (10 marks)

Candidates are tested on their receptive use of English through the completion of ten-word transformations. Any transformation can be used, including suffixes, and no specific word list is provided at this level. Multiple transformation may be asked for, e.g. understand – misunderstanding

Section R5 (10 marks)

Candidates are tested on their receptive use of English skills through the completion of ten close gap fill sentences in order to assess their ability to check comprehension by using contextual clues at the level of the sentence.

Listening

Candidates are assessed through a 30-minute examination that is divided into three sections that ensures they can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. They can understand most news and current affairs programmes.

The examination always follows the same standard format which is detailed below.

Candidates will hear each extract twice in succession. No further repetitions are permitted. The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for further details.

Section L1 (14 marks)

Candidates listen to a dialogue between two native speakers and are required to complete some notes containing fourteen gaps. Candidates will listen for numbers, dates, spelling (names), addresses, places, colours, nouns and ideas to assess their ability to:

- understand the main ideas of propositionally and linguistically complex speech on topics delivered in a standard dialect (L1)
- catch with some effort discussion between native speakers (L.1)
- use a variety of strategies to achieve comprehension, including listening for main points, checking comprehension by using contextual clues (L.6)
- can understand a discussion and can take notes on points which strike them as important, even though they tend to concentrate on the words themselves (L.7)

Section L2 (10 marks)

The candidates listen to a simulated radio news extract. They must identify whether statements are true, false or unstated, in order to assess their ability to:

- follow the essentials of news reports which may be propositionally and linguistically complex (L.2)
- understand radio documentaries and other recorded or broadcast audio material delivered in standard dialect (L.4)

Example topics:

- A political crisis
- A health scare
- Weather report

Section L3 (10 marks)

Candidates are required to listen to five monologues. There are two three-option questions for each one in order to assess their ability to:

- catch with some effort discussion between native speakers (L.1)
- use a variety of strategies to achieve comprehension, including listening for main points, checking comprehension by using contextual clues (L.6)

Example topics:

- Talking about a recent travelling experience
- Explanation for missing a meeting
- Discussing future plans

Speaking

Candidates are assessed through an examination that lasts approximately 20 minutes comprising three sections that ensure that they can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. They can take an active part in discussion in familiar contexts, accounting for and sustaining their views. They can present clear, detailed descriptions on a wide range of specified subjects. They can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Candidates may be awarded up to 50 marks for the Speaking component. The marks are awarded for the candidate's performance as a whole over the three sections.

The examination always follows the same standard format which is detailed below. The examination is usually carried out in pairs with another candidate at the same level. Task 2 requires preparation by the candidate prior to the examination.

Section S1 (2-4 minutes)

Each candidate is asked to introduce him or herself. The candidates are prompted to ask each other questions about their lives, and in particular their interests, skills and talents, hopes and so on. (SI1, SI2)

Example questions:

Do you think you will need to use English in the future? In what way?

What would make your town/village a better place to live?

Section S2 (8-10 minutes)

Each candidate gives a short presentation of 2-3 minutes on a topic they have selected from a pre-released list. Then candidates respond to one another's presentations, guided by the examiner, for about 3 minutes each. This assesses the candidates' ability to:

- Participate actively in routine and non-routine formal discussion (SI.8)
- Follow the discussion on matters related to their field, understand in detail the points given prominence by the speaker (SI.9)
- Contribute, account for and sustain their opinion, evaluate alternative proposals and make and respond to hypotheses (SI.10)
- Develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples (SP.2)
- Construct a chain of reasoned argument (SP.3)
- Explain a viewpoint on a topical issue giving the advantages and disadvantages of various options (SP.4)

Example pre-released topic list:

1. The Olympics should not be held in different countries every time. It should always be held in Greece. Do you agree?
2. It is too late to save the planet. Do you agree?
3. One day computers will be able to think for themselves and even have feelings. Do you agree?
4. In 20 years' time, Chinese will be more important than English. Do you agree?
5. Religion is best kept just as a private matter. Do you agree?

Structures Lists

Grammar and Structures	What are they used for?	Examples
1. Inversion		
The inversion of subject and verb after certain negative adverbial introductions, e.g. never, rarely, hardly ever, not only, little, seldom	Creating emphasis, varying style and idiom	Never have I seen such a terrible film. Little did he know he would one day be Prime Minister. Not only was it raining, it was also cold.
2. Verbs followed by the past tense		
I wish, It's about time, It's high time	Expressing hypothesis, regret, decision making and the need for decision making	I wish I had £1million. It's high time we did some work. It's about time he bought a new car
3. Deduction		
Using modal verbs followed by the non-finite and perfect non-finite verb using will	Expressing hypotheses and deductions in varying degrees of certainty.	Jane will be in bed at this time of night. They should have heard the telephone. They must have gone out. He can't have finished his homework. If he had, he would have put it on my desk by now. John might be sitting in the theatre already.
4. The infinitive		
After certain verbs After certain adjectives After question words The perfect infinitive		I hope to hear from you shortly. We can't afford to give you a pay rise. I want you to do something for me. It's very difficult to explain. Tell me where to go / how to get there / what to say. I'd love to have met him. He doesn't seem to have done it.
Future Continuous	Referring to temporary actions and events that will be in progress at a particular time in the future	They will be flying to Australia next week. He won't be working on Friday. You'll be receiving a letter from us.



Section 5 – Level 2 Subject Specification



Overview

They can use English flexibly and effectively for social, academic and professional purposes. They can produce clear, well structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

The Level 2 is assessed through three examinations:

- One Reading and Writing examination of 2 hours and 30 minutes
- One Listening examination of 30 minutes
- One Speaking examination of approximately 20 minutes, usually carried out in pairs

Reading and writing

Candidates are assessed through a 2-hour 30-minute examination that is divided into eight sections:

Five Reading Sections (50 marks)

These sections will ensure candidates can understand long and complex factual texts, appreciating distinctions of style. They can understand specialised texts even when they do not relate to their own interests.

Three Writing Sections (50 marks)

These sections assess the candidate's ability to express themselves in clear, well-structured text, expressing points of view at some length. They can write about a wide range of subjects, complex where necessary, in a letter, an essay or a report, underlining what they consider to be the salient issues. They can select style appropriate to the reader in mind.

The examination always follows the same standard format, which is detailed below.

Section W1 (25 marks)

Candidates are required to produce a text to a recommended word count. They must choose one of the following routes:

- General English
- Academic English

Candidates must then answer one of the four options from the route they have chosen.

Academic English Essay about 300 words

There will be four titles to choose from. The essay titles cover a range of topics, at least one of which will be science-based for candidates more interested in the sciences than humanities or social sciences. They assess the candidate's ability to:

- Write clear, well-structured texts on complex subjects, underlining the relevant salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion (WP1)

- Write clear, well-structured expositions of complex subjects, underlining the relevant salient issues (WP.2)
- Expand and support points of view at some length with subsidiary points, reasons and relevant examples (WP.3)

Academic English essays are formal pieces of writing. In addition to evidence of a good range of vocabulary, good control of tenses and sentence structure, and evidence of enough language to address the title convincingly, markers are looking for a well-structured piece of writing. The essay must have an introduction, which would typically present the question and outline the arguments the writer will use, a main section or body in which the writer will present the detailed ideas with evidence, and a conclusion with a final decision or summing up in which the writer makes his or her position on the title clear. The precise organisation of the essay will clearly depend on the specific title chosen.

Example titles:

- 1: To what extent do you agree with the statement that ‘The subject of a university degree is irrelevant. It is better to study any degree than go directly into the workplace’?
- 2: Dangerous sports are becoming increasingly popular. Why do you think this is so, and is this a cause for concern?
- 3: Outline the arguments both for and against the use of CCTV cameras in towns and cities.
- 4: Health and safety concerns are preventing students from carrying out scientific experiments in schools. Many children now watch these experiments on the Internet instead. Outline the advantages and disadvantages of this.

General English Essay about 300 words

There will be four titles to choose from. The titles cover a range of topics including discursive, imaginative, narrative or a detailed description. They assess the candidate’s ability to:

- Write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind (WP1)
- Write clear, well-structured expositions of complex subjects, underlining the relevant salient issues (WP.2)
- Expand and support points of view at some length with subsidiary points, reasons and relevant examples (WP.3)

The titles will always follow these conventions:

What are the advantages and disadvantages of....

- What are the advantages and disadvantages of living in the computer age?
- What are the advantages and disadvantages of living in a big city?

Describe in detail....

- Describe in detail your idea of a perfect city.
- Describe in detail a tourist resort you are familiar with.

Write an account of...

- Write an account of a day which started very badly but ended in great happiness.
- Write an account of a very strange incident which cannot easily be explained.

Discursive.

- Mankind should not use animals for their own benefit. Discuss.
- Politics is a pointless activity. Discuss.

Section W2 (15 marks)

The candidate must write two pieces of correspondence on a related theme to show that they can express themselves with clarity and precision, relating to the addressee flexibly and effectively. (WI1) There are visual prompts to help with the content of Part 1. This will be in the form of an announcement, notes, opinions etc and should be included in the candidate's response.

For example: Scenario – Your college has announced that it has a hall available to use. You would like to start a new club using this facility.

Announcement!

Large college hall available
Are you interested in using this space?

Suitable for sports, fitness, art/craft or
other activities

Available most days from 3 pm

Perfect for clubs and groupwork
Contact roombookings@collegegb.co.uk
for more information

Give details of club

Questions to ask:

- *How about Tues + Wed?*
- *Any charge?*
- *Equipment also available?*
- *From 3 pm until?*
- *How to access? Keys?*

Task 1 read the announcement and add your notes at the side. Write a formal email to the principal, explaining what club you wish to start and asking all the questions. (You should write about 150 – 170 words)

Task 2 an informal email (approx. 100 words) Tell your friend about your new idea for a club, and ask for help organising it, saying what your friend could do.

The emails should use clear and precise expression, relating to the addressee flexibly and effectively, introducing emotional, allusive and joking usage where appropriate (WI.1)

Each of the tasks will test a different function from the following list, which is not exhaustive:

- asking for information
- asking for advice/help
- complaining
- inviting

- giving information/explaining
- thanking
- congratulating
- refusing / accepting an invitation
- apologising

Section W3 (10 marks)

Candidates are tested on their productive use of English skills through the completion of five sentence transformations. Negative inversion will be tested, plus a selection of the more complex aspects of grammar, for example, variations of the third conditional, more advanced reporting verbs etc. There is no specific structures list at this level. The sentence stem and word/s in brackets are provided, which the candidate must use to complete the transformation.

Section R1 (10 marks)

Candidates will be required to read a text of 620-650 words. The text will be drawn from news items, articles and professional reports. The topic will be complex enough to generate questions which can only be answered by a thorough reading of the text.

Example topics:

- The rise in popularity of genealogy
- Research into sleep deprivation
- Trends set by celebrity chefs

The style of questioning follows this convention:

- Questions 1 – 5: true / false / doesn't say.
- Questions 6 – 8: three-part multiple-choice.
- Questions 9 – 10: two-part vocabulary questions.

The questions on the text will assess the candidate's ability to:

- Understand in detail lengthy, complex texts, whether or not they relate to their own area of speciality, provided they can reread difficult sections (R1)
- Scan quickly through long and complex texts locating relevant details (R.2)
- Identify the content and relevance of news items, articles and reports on professional topics, deciding whether closer study is worthwhile (R.3)
- Understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes as well as stated opinions (R.4)

Section R2 (10 marks)

The candidate is required to write a target summary of 50–75 words of relevant parts of the reading text from Section R1 to assess their ability to understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail and condensing salient points. (R.4)

Section R3 (10 marks)

Candidates are required to read a passage of 860–870 words from which ten sentences have been removed. They must select the appropriate sentence from a list to fit into the relevant space in the text to assess their ability to use contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next, as well as scan quickly through long and complex texts locating relevant details. There is one example and there are two distracters. (R.2, R.6)

The text will have a clear chronology or narrative thread. Example topics:

- The history of Hollywood
- The trend for keeping exotic pets
- The quest for adrenalin in dangerous sports

Section R4 (10 marks)

Two texts are provided- each from a different source e.g. instructions, rules and regulations, job or product description etc. Candidates are tested on their receptive use of English skills through the completion of word transformations. There are five word transformations for each text, making ten in total. More complex transformations will be tested, for example:

- conclude to inconclusive
- modern to modernisation
- condition to unconditional

Section R5 (10 marks)

The candidate will be required to complete ten gaps within a cloze text. The text will be clear, i.e. factual or encyclopaedic in order to assess their ability to use context, grammatical and lexical cues to anticipate missing information. (R.6)

Example topics:

- Local traditions
- Unusual natural phenomena

Listening

Candidates are assessed through a 30-minute examination that is divided into three sections that ensure they can understand extended speech even when it is not clearly structured, and relationships are only implied and not signalled explicitly.

The examination always follows the same standard format that is detailed below. Candidates will hear each extract twice in succession. No further repetitions are permitted.

The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for further details.

Section L1 (18 marks)

Candidates listen to an extract of a public announcement, or a speaker delivering commercial information and are required to answer twelve questions.

- Questions 1-4 are three-option multiple-choice questions
- Questions 5-8 are gapped sentences which the candidate must complete from their understanding of extract
- Questions 9-12 are notes to be completed in a table

The questions assess the candidate's ability to extract specific information from public announcements and understand detailed specifications for unfamiliar products and services. (L.3, L.4)

Section L2 (10 marks)

Candidates listen to five short monologues in which the speakers express particular attitudes and moods, both implicit and explicit, often in non-standard usage. Candidates answer two four-option questions for each monologue. (L.5, L.7)

Section L3 (6 marks)

The candidate listens to a dialogue in the style of an interview and must answer six three-part multiple-choice questions to assess their ability to recognise a wide range of idiomatic expressions and colloquialisms and register shifts; understand and follow complex interactions between third parties in a discussion and debate, even on abstract, complex unfamiliar topics; and follow most lectures, discussions and debates with relative ease. (L2, L.1) Example topics:

- The career of a rock star
- An architect discussing her latest project

Speaking

Candidates are assessed through an examination that lasts approximately 20 minutes comprising three sections that ensure they can express themselves fluently and spontaneously without much obvious searching for expressions. They can use language flexibly and effectively for social and professional purposes. They can formulate ideas and opinions with precision and relate their contribution to those of other speakers. They can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Candidates may be awarded up to 50 marks for the Speaking component. The marks are awarded for the candidate's performance as a whole over the three sections.

The examination always follows the same standard format, which is detailed below. The examination is usually carried out in pairs with another candidate at the same level. Task 2 requires preparation by the candidate prior to the examination. Topic vocabulary can also be prepared for Task 3.

The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for further details.

Section S1 (4 minutes)

The candidates participate in a warm-up exchange where they are asked general questions to introduce themselves and talk about why they are taking the examination. The examiner will explore any particular academic, vocational or professional ambitions they may have. The format of this section is similar to an interview situation for a job or place in higher education. (SI.1, SI.2, SI.11)

Example questions:

- Where do you want to be in three years' time? In five years' time?
- When studying, what are your greatest strengths and weaknesses?
- Why do you want to do this qualification?

Section S2 (8 minutes)

The candidate is required to prepare two texts prior to the examination and choose one which they would like to talk about in detail. In the examination the candidate begins by developing an argument based on the issues raised by the text uninterrupted, after which the examiner will prompt and challenge them so that they have the opportunity to argue their position convincingly, responding to questions and comments. (SI.3, SI.4, SP.3, SP1, SP.6)

Example text:

COMPUTER GAMES AND THE INTERNET

Video games will be forced to carry cigarette-style health warnings under proposals to protect children from unsuitable digital material.

The report, commissioned by the Prime Minister in response to a growing moral panic about video games, will conclude that they can harm the development of children's beliefs and value systems and desensitise them to violence. It will also recommend that retailers who sell video games to anyone under the age rating on the box should face a hefty fine or up to five years in prison...

The report, written by Tanya Byron, a clinical psychologist, is also expected to address the dangers of children's use of the internet. Dr Byron wants a single statutory classification system. Ratings would have to be displayed prominently on all packaging materials, like health warnings on cigarettes, as well as on shop display cases. "We have to make child digital safety a priority. If you are under 18, you should not be able to buy an '18' game and if you are under 12, you should not be able to buy a '12' game," she said. She also wants all games consoles to contain blocking mechanisms that would enable parents to prevent children playing unsuitable games on them.

Example questions that might be asked:

- How many hours a week do you spend playing video games or playing games online?
- Is it something only children do?
- What are the dangers of video games or playing games online?
- Do violent games really desensitise the players to violence?
- Would a classification and censorship system such as this work?
- Are there any benefits, educational or otherwise, of video games and online games?

Section S3 (8 minutes)

Three possible topics for discussion are published in advance of the exam. Only two of these topics are available in the examination. The candidate is asked which of the two topics they would prefer to discuss, and the examiner picks at random from a selection of statements related to the chosen topic and asks the candidate to speak about it.

The object of this section is to allow the candidate to spontaneously outline an issue or problem clearly, speculate without preparation about causes or consequences, and weigh advantages and disadvantages of different approaches. (S11, SI.7)

Example topic: Tourism (the candidates and centre will have advance notice that this topic is available).

Example statements (these are not seen by candidates before the exam):

1. Tourism will have to be severely reduced to save the planet.
2. Tourism is the single most important way we will all learn to understand each other.
3. Is there any difference between 'tourism' and 'travel'?
4. Tourism is not good for a country because most of the jobs it creates are poorly paid.
5. The popularity of tourism proves that this is something all human beings love doing.



Section 6 – Level 3 Subject Specification



Overview

At this level the candidate can understand with ease virtually everything heard or read. They can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. They can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Level 3 is assessed through three examinations:

- One Reading and Writing examination of 2 hour 30 minutes
- One Listening examination of approximately 30 minutes
- One Speaking examination of approximately 20 minutes usually carried out in pairs

Reading and writing

Candidates are assessed through a 2-hour 30-minute examination that is divided into eight sections:

Five Reading Sections (50 marks)

These sections will ensure candidate can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as specialised articles and literary works.

Three Writing Sections (50 marks)

The candidate can write clear, smoothly flowing text in an appropriate style. They can write complex correspondence and essays which present a case with an effective logical structure which helps the recipient to notice and remember significant points.

The examination always follows the same standard format, which is detailed below.

The links to the CEFR are provided in brackets after the assessment criteria. See Appendix 1 for details.

Section R1 (12 marks)

Candidates are required to complete one cloze passage with six gaps, and six gapped sentences testing idioms. Task One: a passage of approximately 220-230 words in length with six gaps. The passage could be taken from any source.

Example topic:

- The origins of storytelling

Task Two: Six cloze sentences. In each one word is gapped. The word will always be part of an idiom.

Section W1 (10 marks)

Candidates are tested on their productive use of English skills through the completion of ten sentence transformations. They are given the initial word/s and a word in brackets.

Section R2 (10 marks)

Candidates are required to match headlines with short news stories (approx. 90-95 words each). There are fifteen headlines and ten news stories. This assesses their ability to scan quickly through a large amount of textual information locating relevant content from news items, articles and reports on wide range of topics. (R.2, R.3)

Example topics:

- Product recall
- Business news
- Environmental issues
- Personal finances

Section R3 (5 marks)

Candidates are given an extract from an original text of around 250-300 words in length, with four 4-option multiple choice questions and one question relating to a vocabulary item from the text (e.g. identifying a synonym/antonym)

Example topic: An extract from *As I Walked Out One Midsummer Morning* by Laurie Lee

These questions assess the candidate's ability to understand abstract, structurally complex or highly colloquial literary and non-literary writing. They must also appreciate subtle distinctions in style.

Section R4 (6 marks)

Candidates are given four texts on a common theme e.g. the Isle of Wight. Each text will be approximately 150-160 words, and each text will be from a different source e.g. specialist article, encyclopaedia, personal testimony etc. There are 6 questions. Candidates to identify which passage relates to which question.

Section W2 (15 marks)

The candidate must write two emails to show that they can express themselves with clarity and precision, relating to the addressee flexibly and effectively, including emotional, allusive and joking usage. (WI1, WI.1)

Task 1: a formal email (150 words)

Task 2: an informal email (150 words)

Both writing tasks require the candidate to use the same function e.g. complaining or apologising. Candidates must show their ability to differentiate between the tone and language needed for each. They must also show their ability to fine-tune their language to manipulate an outcome.

For example:

Task 1: You recently held your birthday party in a reception room at The South Gate Hotel. You were not, however, satisfied with the service you received and would like some of your money back. Write your email to the manager.

Task 2: A new family has moved in next door to you. While you are on first name terms, you do not know them well. Over the past few weeks, they have had several parties, and you have decided to complain, although you do not wish to alienate them. Write your email.

Section R5 (7marks)

Part 1 (7 marks): Cloze passage with five four-option multiple choice questions, and two four-option comprehension questions. Candidates are required to read an extended text of 660–680 words and identify the most appropriate word to complete the text for each gap. They are also required to answer two comprehension questions on the text. This tests their ability to identify finer points of detail in the vocabulary including attitudes and implied as well as stated opinions. (R.4, R.6)

Part 2 (10 marks): Candidates must then take notes on the text used in Part 1 in order to write a summary of 100-150 words answering a question on a specific aspect of the text. The notes are not assessed, only the summary. This is to assess their ability to understand in detail a wide range of lengthy complex texts likely to be encountered in social, professional and academic life. (R.4, R.7)

Example topics:

- Political blogging
- Ethical issues around cloning

Section W3 (25 marks)

Candidates are required to produce one extended composition between 300 - 350 words. Only one title is given, so there is no choice of topic. The candidate is assessed on their ability to:

Write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points (WP1)

Either present a case or give critical appreciation of proposals or literary works (WP.2)

Provide an appropriate and effective logical structure which helps the reader to find significant points (WP.3)

Example title:

Inventions, designs and symbols, literary and artistic works, such as novels, music and films are all examples of intellectual property. Intellectual property law, in which owners have exclusive rights to their 'creations' are wrong in principle and unworkable in practice. Discuss.

Listening

Candidates are assessed through a 30- minute examination that is divided into four sections that ensure they can understand with no difficulty any kind of spoken language even when delivered at a fast native speed. The examination always follows the same standard format, which is detailed below. For the listening sections, candidates will hear sections L1 and L4 twice. Sections L2 and L3 will be heard once only. No further repetitions are permitted.

Section L1 (8 marks)

The candidate hears an extended interview and is required to answer eight 4-option multiple- choice questions that assess their ability to easily follow complex interactions between third parties in discussion and debate, even on abstract, complex unfamiliar topics. (L1, L.1)

Example topics:

- Horse whispering
- Celebrity career
- Great mountaineering endeavour

Section L2 (6 marks)

Candidates are required to listen to an extract from a conversation and answer six 3-option multiple choice questions to assess their ability to identify the speaker's point of view, infer attitude, mood, intentions, implications and allusions as well as the actual words. (L1, L.7, L.8)

Example topics:

- Discussing a recent holiday
- Talking about festivals

Section L3 (4 marks)

Candidates are required to listen to two short monologue extracts. They must respond to two 3-part multiple choice questions for each extract that assess their ability to understand and infer meaning from partial elements and oblique reference. (L1, L.5, L.7)

Example topics:

- Careers
- Pastimes
- Specific incidents

Section L4 (16 marks)

The candidate listens to a radio advertisement, which will include information about two different activities, courses, holidays etc. The candidate must select the relevant information in order to complete the table of notes. The listening marks are allocated from evidence of their ability to accurately pick out relevant details and (L.1, L.3, L.4, L.8)

The candidate must filter what is required and not include the irrelevant facts.

Speaking

Candidates are assessed through an examination that lasts approximately 20 minutes comprising three sections that ensure they can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. They can express themselves fluently and convey finer shades of meaning precisely. If they do have a problem they can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. They can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Candidates may be awarded up to 50 marks for the Speaking component. The marks are awarded for the candidate's performance as a whole over the three sections.

The examination always follows the same standard format which is detailed below. The examination is usually carried out in pairs with another candidate at the same level. Task 2 requires preparation by the candidate prior to the examination.

Section S1 (up to 4 minutes)

The candidates participate in a warm-up exchange where they are asked general questions to introduce themselves and talk about why they are taking the examination. The examiner will explore any particular academic, vocational or professional ambitions they may have. The candidates must be prepared to understand and exchange complex information and advice on a wide range of matters related to their academic or professional interests. The format of this section is similar to an interview situation for a job or place in higher education. (SI1, SI2, SI3, SI.1, SI.2, SI.10, SI.11)

Example questions:

- Where do you think this qualification will take you?
- Where do you want to be in three years' time? What will you need to do to get there?
- Why do you think you in particular would be suitable for your chosen profession?

Section S2 (up to 8 minutes)

The candidate is required to prepare two texts prior to the examination. The texts are approximately 210-250 words in length. The two texts are also available in the examination and the candidate is asked which they would like to talk about. The candidate begins by commenting on the article using clear, smoothly flowing well-structured speech, with a logical structure presenting the complex topic confidently and articulately. After this the examiner challenges the candidate to provide articulate and persuasive arguments for their case. (SI1, SI2, SI3, SI.4 SP1, SP.2)

Example article:

THE UNSTOPPABLE RISE OF VIRTUAL REALITY

Virtual Reality is a simulated experience that uses near-eye displays and tracks movements to give an individual an immersive feel in a virtual world. You may have experienced VR in some form, and there are some great experiences to be had.

However, what is considered cutting-edge now will look like Space Invaders in just a few years. Investment in VR is rocketing, with \$12 billion spent on the technology in the US in 2020, rising to a projected 74 billion in 2024. While games will be even more amazing, the effects of this transformation will be far broader, touching on our work, education, and social lives.

It is already being used in the field of education and training. A recent study found that medical students trained using VR were able to carry out certain procedures more quickly and accurately than peers trained using traditional methods. Working environments can be recreated to the extent that nobody will ever have to go to the office, and the army even uses it to simulate combat scenarios. The world of socialising will transform, as we will be able to 'meet' our friends wherever they are, and in the context we choose. The technology could easily revolutionise our lives – and sooner than you may think.

Example questions by the examiner (these are not given to the candidates as preparation material):

- What do you think are some of the more beneficial uses of VR technology?
- What drawbacks can you think of to VR becoming widely used?
- Why do you think people could become addicted to VR?
- Do you believe that VR will become dominant in our lives, or we ultimately turn our backs on technology?
- How can students benefit from the use of VR in the classroom?

Section S3 (up to 8 minutes)

Each candidate is asked to choose one of four previously unseen statements. The candidates are invited in turn to give their opinions about it. This section assesses the candidate's ability to outline their point of view about an issue or problem clearly, speculate about causes or consequences and weigh advantages and disadvantages of different approaches. They must be able to discuss the topic unhampered by any linguistic limitations and interact authoritatively with complete fluency. (SI1, SI2, SI3, SI.2, SI.4, SI.7, SI.11)

Example topics:

STATEMENT 1 People should have the right to choose when, where and how they die.

STATEMENT 2 Life is sacred. Suicide, for whatever reason, is always wrong.

STATEMENT 3 Looking after one's own young is a basic human instinct. Mothers should never leave their babies before they are about three years old. If they do, the baby suffers from mother deprivation and the mother suffers from baby deprivation.

STATEMENT 4 There are many ways of bringing up babies that needn't include the mother as the primary carer. Babies need not suffer from this; indeed, they often benefit from it.



Section 4 – Assessment



Centre requirements

As an Awarding Organisation, we require that:

- Tutors should have relevant teaching experience and/or a qualification in teaching English recognised in accordance with national education requirements
- Tutors assessing the speaking unit must undergo AIM Qualifications training and meet the necessary criteria in order to assess a candidates' spoken level of English.

How these qualifications are assessed

Achievement of these qualifications is through completion of examinations linked to each of the four skills that meet the required standard. These are:

Reading, Writing and Listening (Mandatory components)

- Externally set by AIM Qualifications
- Externally marked by AIM Qualifications

Speaking (Optional component)

- Externally set by AIM Qualifications
- Externally assessed by Approved Centre Assessors
- Externally verified and sampled by AIM Qualifications

Managing ESOL International Assessments: Reading, Writing and Listening

The examination papers used for ESOL International are controlled external assessments which must be kept confidential at all times to remove the potential for plagiarism or any other assessment malpractice.

Examination papers (along with the Assessment Cover Sheet for Invigilators) will normally be received by centres no less than 1 working day and no more than 10 working days before the examination window.

Centres must return completed papers and Assessment Cover Sheets within 5 working days to Anglia Examinations, Westgate Fields, Chichester, West Sussex, PO19 1SB by registered post, keeping tracking details.

In order to maintain confidentiality:

- Papers and other examination materials must be kept in the sealed package in which they are received and stored securely in lockable storage
- Access to papers and other examination materials should be restricted to designated personnel in the centre
- Papers and other examination materials must be issued to candidates only at the time of the assessment and must be collected at the end of the assessment
- Completed assessment papers must be kept in a secure lockable location on site as above (in a sealed package in a secure locked cupboard)

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- Papers and other examination materials must not be removed from the centre and must be kept secure and locked away when not in use
- Live assessment material must not be used as practice material for any qualifications
- Centres must inform AIM Qualifications immediately of any threat to the confidentiality of assessment papers
- Centres must not copy, retain a copy or photograph any live examination papers

Centres must invigilate externally set and marked assessments in accordance with the AIM Qualifications Invigilation Instructions (see Appendix 4).

Centres must ensure that ESOL International examinations are completed under exam conditions:

- Examinations must run at the specified/published time
- A clock and appropriate signage must be visible to candidates (examination in progress, information to candidates, warning to candidates, use of mobile phones)
- Seating must be laid out according with a minimum of 1.25m in all directions between candidate's chairs. A seating plan must be completed and retained
- Examinations must be invigilated
- The Invigilator must not carry out any other task, must observe all candidates and must be familiar with the AIM Qualifications instructions
- Invigilation reports and training for staff

The Invigilator must inform the Head of Centre if they are suspicious about the activity of any candidate, who in turn must inform AIM Qualifications within 5 working days

A member of the AIM Qualifications Quality Team may attend the examination to spot check that all specified conditions are being adhered to.

Section 4: Operational Guidance contains full details of the timescales and administrative procedures that must be adhered to in order to ensure that confidentiality and timeliness of the award is maintained.

Managing ESOL International Assessments: Speaking

All Speaking Test Assessors must undergo training to ensure they understand how to carry out the role. Centres must supply a signed declaration (see Appendix 2) confirming that this training has taken place and that there are no known conflicts of interest between the Speaking Test Assessor and any of the candidates before any speaking assessments take place.

Examination papers (along with the Assessment Cover Sheet for Invigilators) will normally be received by centres no less than 1 working day and no more than 10 working days before the examination window.

All candidates taking the examination must be evidenced with an audio recording. Candidates will be examined by an Approved Speaking Test Assessor who marks their responses against the mark scheme on the assessment form. Candidates must complete assessments in English and the Assessor must record a provisional grade judgement on the assessment form.

The centre must return all completed mark schemes, records of provisional grade judgements, audio recordings and assessment forms within 5 working days to Anglia Examinations, Westgate Fields, Chichester, West Sussex, PO19 1SB by registered post, keeping tracking details.

In order to maintain confidentiality:

- Papers must be kept in the sealed package in which they are received and stored securely
- Access to papers should be restricted to designated personnel in the centre
- Papers must be issued to candidates only at the time of the assessment and must be collected at the end of the assessment
- Completed assessment papers must be kept in a secure location on site as above (in a sealed package in a secure locked cupboard)
- Papers must not be removed from the centre and must be kept secure when not in use
- Live assessment material must not be used as practice material for any qualifications
- Centres must inform AIM Qualifications immediately of any threat to the confidentiality of assessment papers

Assessments completed by Speaking Test Assessors will be subject to a process of moderation by AIM Qualifications to ensure consistency and appropriateness of assessment. If any issues are identified with a Speaking Test Assessor, AIM Qualifications will enforce training and ultimately the assessor may not be allowed to continue assessing on these qualifications.

Invigilation

Centres are responsible for appointing Invigilators according to the Exam Invigilator person specification in Appendix 3. Centres must ensure that there are no conflicts of interest between the Invigilator and candidates by checking in advance of the examination (e.g. a relative of a candidate, a teacher who has prepared candidates for the examination being taken or there is a personal interest in the outcome of the assessment).

Invigilation training must be completed annually by all invigilators and records of this retained for 3 years.

There must be at least one Invigilator present per thirty candidates. Where there are less than thirty candidates and a sole Invigilator, assistance must be available for the Invigilator without them having to leave the room or disturb the candidates.

All candidates in the room must be able to be seen by an Invigilator at all times.

Invigilators must follow the instructions in Appendix 4 and have a copy of these instructions to hand at all times during the examination.

Invigilators must confirm and be satisfied with the identity of all candidates sitting the examination. By signing the Assessment Cover Sheet, the Invigilator/Head of Centre takes responsibility for confirmation of candidate attendance at the examination and that there are no conflicts of interest between themselves and candidates. Examination scripts and Assessment Cover Sheets must be packed by the Invigilator and sealed securely.

Should a conflict of interest be identified at the start of or during the invigilation of an examination, the procedures below must be followed:

Where there is a known potential conflict of interest, the Invigilator/Assessor must complete and submit a Conflict of Interest Declaration form (available on the AIM Group website) declaring the potential conflicts of interest prior to invigilating an examination or assessing a speaking test.

AIM Qualifications will consider all declarations and inform the examination centre of one of the following possible outcomes:

- The Invigilator is accepted to manage the examination / Assessor approved to assess
- Further information is required to demonstrate suitability
- Further appropriate steps agreed to have the invigilation or assessment subject to scrutiny by another person
- The Invigilator/ Assessor has a conflict of interest, and the application has been rejected.

If an applicant is dissatisfied with the decision, they can appeal to AIM Qualifications within two weeks of receiving the outcome.

Should a conflict of interest between staff and candidate be identified at the start of or during the examination/assessment, you must:

- Replace the Invigilator/Assessor with another suitable member of staff
- If this is not possible, you must move the candidate to another assessment/examination room
- If this is not possible, you must add an additional member of staff to Invigilate/Assess those candidates
- If this is not possible and there are no other opportunities for the candidate to be examined/assessed, the examination/assessment may take place. Immediately following the examination/assessment, you must complete and submit by email to AIM Qualifications the Conflict of Interest: Change in Circumstance Form (available on the AIM Qualifications website) explaining this. Any examinations that have taken place where a Conflict of Interest: Change in Circumstance Form has been submitted will be moderated to ensure that no unfair advantage has been given to those candidates.

Reasonable Adjustments for ESOL International

If reasonable adjustments are required for any candidates, you must get approval from AIM Qualifications before the date of the examination:

- The Tutor should complete and submit a Request for Reasonable Adjustments form for each candidate with supporting evidence to AIM Qualifications at least 14 working days before the planned examination date.
- AIM Qualifications will confirm receipt of the form within 2 working days
- AIM Qualifications will consider your application and give you a decision within 10 working days of receipt. AIM Qualifications will inform you if we will be unable to reach a decision in this timescale.

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Types of evidence acceptable:

- Educational Psychologist's report – must be current/ valid within two years of the date of the exams
- Specialist teacher's assessment report - must be current/ valid within two years of the date of the exams
- Medical letter – must be specific AND recommend, in detail, the support being requested. For a long-term physical/medical condition, which is not going to change, i.e. hearing/ visual impairment – a letter from a doctor/optician or hospital report is acceptable in most cases. A condition which is not permanent, but will not go away, will require a new letter confirming the diagnosis each academic year.

Reading

As a reasonable adjustment, candidates who are classed as disabled under the terms of the Disability Discrimination Act (DDA), and who use assistive technology as their normal way of reading, can demonstrate that they are able to independently meet the requirements of the Reading criteria through use of screen reader software.

A human reader cannot be used to demonstrate the requirements of the criteria as this does not meet the requirement for independence. As a last resort, an exemption from the Reading requirements can be requested for disabled candidates who cannot use assistive technology.

Writing

As a reasonable adjustment, candidates who are disabled under the terms of the Disability Discrimination Act (DDA) and who use assistive technology as their normal way of producing written texts can demonstrate that they are able to independently meet the requirements of the Writing criteria through use of a computer and appropriate software.

A human scribe cannot be used to demonstrate the requirements of the criteria as this does not meet the requirement for independence. As a last resort, an exemption from the Writing requirements can be requested for candidates with disabilities who cannot use assistive technology.

Speaking

The needs of individual candidates will vary but, as guidance, the term should be interpreted as meaning communication, discussion and presentation that:

- Can include use of sign language provided this is made accessible to all participants in the discussion. (BSL is permitted as an alternative to English for the assessment of speaking where BSL is the candidate's normal way of communicating in the contexts described by the standards). No other languages are permitted as alternatives to English
- Can include access to augmentative speech equipment and such software as constitutes the candidate's normal way of working

- Does not depend solely on the use of written language or require the individual/s with whom the candidate is communicating to be able to read (as these skills are covered by the requirements for reading and writing).

Further details can be found in our reasonable adjustment and special consideration policy.

Special Considerations

Special Consideration is consideration to be given to a candidate who has temporarily experienced:

- an illness or injury, or
- some other event outside of their control which has had or is reasonably likely to have had an effect on their ability to take an assessment or on their level of attainment in an assessment. Special consideration is not appropriate for a minor illness or a minor disturbance.

The Head of Centre should complete and submit a Request for Special Considerations form for each candidate requesting special consideration with supporting evidence to AIM Qualifications no later than 14 working days after the examination date. AIM Qualifications will confirm receipt of the form within 2 working days then will consider your application and give you a decision within 10 working days of receipt. AIM Qualifications will inform you if we will be unable to reach a decision in this timescale.

Further details can be found in our [AIM Qualifications Reasonable Adjustments and Special Considerations Policy](#)

Malpractice/Maladministration

Confidentiality of assessment papers, mark schemes and candidate work must be maintained at all times. You must ensure that the instructions set out in this document are followed and inform AIM Qualifications of any potential breach of confidentiality. Further details on Malpractice can be found in the AIM Qualifications Malpractice Policy (see [AIM Group website](#)).



Section 5 – Operational guidance



Offering these qualifications

Centres wishing to offer these qualifications must be an AIM recognised centre. New centres can apply to become a centre using the centre recognition application process on our website: www.aim-group.org.uk.

We can advise centres of the best and most efficient methods for offering these qualifications. All procedures for the use of these qualifications, including approval, registration of learners, verification and certification will be completed through AIM and all centres will have an allocated customer experience advisor to support them.

Approval to offer qualifications

Centres wishing to offer these qualifications must complete and submit a qualification approval request. [This can be found on the AIM website when choosing a qualification.](#) Some qualifications require centres to have specific resources in place and/or their assessors/internal verifiers should hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the Qualification Approval request.

Registration and certification

Once your centre has approval to offer a qualification, you will be able to register learners using the AIM portal. Learners must be registered onto the correct qualification via the portal. Centres then select their chosen components.

For all registration and certification processes, please refer to the portal guidance document which can be downloaded from our website's [centre handbooks and forms page](#). Details of assessment, internal verification and external verification can be found in the [AIM Qualifications: Assessment Handbook](#).

Learners achieving a qualification will be issued with a qualification certificate detailing the achieved qualification and components. Learners who have not achieved a qualification will, on request, be issued with a component certificate detailing the components achieved.

Fees and charges

The AIM Fees and Charges brochure includes all qualification charges and is available on our website. Please note that registrations will not be processed if centre fees have not been paid.



Section 5 – Appendices and links



Appendices and links

Select an appendix or link from the list below to view the document.

Useful links

Link 1 - [AIM Centre handbooks and forms](#)

Link 2 - [AIM Qualifications: Assessment Handbook](#)

Link 3 - [Fees and Charges](#)

Link 4 - [Qualification Search](#)

Following appendices

Appendix 1 - Mapping of AIM Qualifications ESOL International to the CEFR

Appendix 2 - Speaking Assessor Training Declaration

Appendix 3 – Invigilator Person Specification

Appendix 4 – Invigilator Instructions



Appendix one



The coverage of this qualification in relation to the CEFR is listed below and clearly identified within the unit content. The precise CEFR standard to which the mapping relates can be found within the CEFR level descriptors which are provided in full on the following pages.

B1
Reading and Writing
WP1, WP.1, WP.2, WP.3, WP.4, WI1, WI.1, WI.2, R1, R.1, R.2, R.3, R.4, R.5, R.6
Listening
L.1, L.2, L.3, L.4, L.5, L.8, L.9
Speaking
SI.1, SI.2, SI.3, SI.7, SI.9, SI.10, SI.11, SI.12, SI.13, SI.14, SI.15, SI.21, SI.23, SP.4, SP.6, SP.7
B2
Reading and Writing
WP1, WP.1, WP.3, WI1, WI.1, WI.2, R1, R.2, R.3, R.4, R.6
Listening
L1, L.1, L.2, L.4, L.6, L.7
Speaking
SI1, SI2, SI.5, SI.6, SI.7, SI.8, SI.9, SI.10, SP.2, SP.3, SP.4
C1
Reading and Writing
WP1, WP.1, WP.2, WP.3, WI1, WI.1, WI.2, R1, R.2, R.3, R.4, R.6
Listening
L2, L.1, L.3, L.4, L.5, L.7
Speaking
SI1, SI.1, SI.2, SI.3, SI.4, SI.7, SI.11, SP.3, SP1, SP.6
C2
Reading
R1, R2, R.2, R.3, R.4, R.6, R.7
Listening and Writing
L1, L.1, L.3, L.4, L.5, L.7, L.8, WI1, WI.1, WI.2, WP1, WP.2, WP.3
Speaking
SI1, SI2, SI3, SI.1, SI.2, SI.4, SI.7, SI.10, SI.11, SP1, SP.2

Overall Spoken Interaction B1

SI1 Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

SI2 (+) Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.

Relevant Subscales for Spoken Interaction

- Understanding an interlocutor

SI.1 Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.

- Conversation

SI.2 Can enter unprepared into conversations on familiar topics.

SI.3 Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.

SI.4 Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.

SI.5 Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

SI.6 Can start up a conversation and help it to keep going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinion on familiar subjects.

SI.7 Can have relatively long conversations on subjects of common interest, provided that the interlocutor makes an effort to support understanding.

- Informal discussion

SI.8 Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.

SI.9 Can give or seek personal views and opinions in discussing topics of interest.

SI.10 Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).

SI.11 Can express belief, opinion, agreement and disagreement politely.

SI.12 Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.

SI.13 Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.

SI.14 Can express his/her thoughts about abstract or cultural topics such as music, films.

SI.15 Can explain why something is a problem. Can give brief comments on the views of others.

- Formal discussion and meetings

SI.16 Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly.

SI.17 Can put over a point of view clearly but has difficulty engaging in debate.

SI.18 Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect, and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.

SI.19 Can follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification.

- Goal-oriented cooperation

SI.20 Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.

SI.21 Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.

SI.22 Can invite others to give their views on how to proceed.

SI.23 Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended.

SI.24 Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.

<p>SI.25 Can give brief comments on the views of others.</p> <ul style="list-style-type: none"> ▪ Transactions to obtain goods and services <p>SI.26 Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.</p> <p>SI.27 Can ask in a shop for an explanation of the difference between two or more products serving the same purpose, in order to make a decision, posing follow up questions as necessary.</p> <p>SI.28 Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase.</p> <p>SI.29 Can make a complaint.</p> <p>SI.30 Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking passenger where to get off for an unfamiliar destination.</p>
<ul style="list-style-type: none"> ▪ Information exchange <p>SI.31 Can find out and pass on straightforward factual information.</p> <p>SI.32 Can ask for and follow detailed directions.</p> <p>SI.33 Can obtain more detailed information.</p> <p>SI.34 Can offer advice on simple matters within his/her field of experience.</p> <p>SI.35 Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.</p> <p>SI.36 Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.</p>
<ul style="list-style-type: none"> ▪ Interviewing and being interviewed <p>SI.37 Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.</p> <p>SI.38 Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.</p> <p>SI.39 Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.</p> <p>SI.40 Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.</p>

Overall Spoken Production B1

SP1 Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.

Relevant Subscales for Spoken Production

- Sustained monologue: Describing experience
- SP.1 Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.
- SP.2 Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
- SP.3 Can give detailed accounts of experiences, describing feelings and reactions.
- SP.4 Can relate details of unpredictable occurrences, e.g. an accident.
- SP.5 Can relate the plot of a book or film and describe their reactions.
- SP.6 Can describe dreams, hopes and ambitions.
- SP.7 Can clearly express feelings about something experienced and give reasons to explain those feelings.

- Sustained monologue: Giving information

SP.8 Can explain the main points in an idea or problem with reasonable precision.

SP.9 Can describe how to do something, giving detailed instructions.

SP.10 Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided they can prepare beforehand.

- Sustained monologue: Putting a case (e.g. in debate)

SP.11 Can express opinions on subjects relating to everyday life, using simple expressions.

SP.12 Can briefly give reasons and explanations for opinions, plans and actions.

SP.13 Can develop an argument well enough to be followed without difficulty most of the time.

SP.14 Can give simple reasons to justify a viewpoint on a familiar topic.

- Public announcements

SP.15 Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/ her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.

- Addressing audiences

SP.16 Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

SP.17 Can take follow up questions but may have to ask for repetition if the speech was rapid.

SP.18 Can give a prepared presentation on a familiar topic within their field, outlining similarities and differences (e.g. between products, countries/regions, plans).

Overall Listening Comprehension B1

L1 Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.

L2 Can understand straightforward factual information about common every day or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.

Relevant Subscales for Listening Comprehension

- Understanding conversation between other people

L.1 Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.

L.2 Can follow much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety.

- Listening as a member of an audience

L.3 Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.

L.4 Can understand the main points of what is said in a straightforward monologue (e.g. a guided tour), provided the delivery is clear and relatively slow.

L.5 Can follow a lecture or talk within their own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.

L.6 Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard language or a familiar variety.

- Listening to announcements and instructions

L.7 Can understand simple technical information, such as operating instructions for everyday equipment.

<p>L.8 Can follow detailed directions.</p> <p>L.9 Can understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly articulated with minimum interference from [auditory/visual] background noise.</p>
<ul style="list-style-type: none"> ▪ Listening to audio media and recordings <p>L.10 Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</p> <p>L.11 Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the delivery is slow and clear.</p> <p>L.12 Can understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language.</p>
<ul style="list-style-type: none"> ▪ Watching TV and film <p>L.13 Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.</p> <p>L.14 Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.</p> <p>L.15 Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures and news reports when the delivery is relatively slow and clear.</p>
<ul style="list-style-type: none"> ▪ Identifying cues and inferring <p>L.16 Can identify unfamiliar words from the context on topics related to his/her field and interests.</p> <p>L.17 Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.</p>
<ul style="list-style-type: none"> ▪ Notetaking <p>L.18 Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.</p>

Overall Reading Comprehension B1

R1 Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

Relevant Subscales for Reading Comprehension

<ul style="list-style-type: none"> ▪ Reading correspondence <p>R.1 Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.</p> <p>R.2 Can understand straightforward personal letters, e-mails or postings giving a relatively detailed account of events and experiences.</p> <p>R.3 Can understand standard formal correspondence and online postings in their area of professional interest.</p>
<ul style="list-style-type: none"> ▪ Reading for orientation <p>R.4 Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p> <p>R.5 Can pick out important information about preparation and usage on the labels on foodstuff and medicine.</p> <p>R.6 Can assess whether an article, report or review is on the required topic.</p> <p>R.7 Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided there are not too many abbreviations.</p> <p>R.8 Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.</p>

R.9 Can scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use.

- Reading for information and argument

R.10 Can recognise significant points in straightforward newspaper articles on familiar subjects.

R.11 Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.

R.12 Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.

R.13 Can identify the main conclusions in clearly signalled argumentative texts.

R.14 Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.

- Reading instructions

R.15 Can understand clearly expressed, straightforward instructions for a piece of equipment.

R.16 Can follow simple instructions given on packaging (e.g. cooking instructions).

R.17 Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment).

- Identifying cues and inferring

R.18 Can identify the meaning of unfamiliar words from the context on topics related to his/her field and interests.

R.19 Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.

R.20 Can follow a line of argumentation or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand).

R.21 Can deduce the probable meaning of unknown words/signs in a text by identifying their constituent parts (e.g. identifying roots, lexical elements, suffixes and prefixes).

R.22 Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation in order to better understand the argumentation in a text.

- Notetaking

R.23 Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.

Overall Written Interaction B1

WI1 Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.

WI2 Can convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision.

Relevant Subscales for Written Interaction

- Correspondence

WI.1 Can write personal letters describing experiences, feelings and events in some detail.

Can compose basic e-mails/letters of a factual nature (e.g. to request information or to ask for and give confirmation).

WI.2 Can compose personal letters giving news and expressing thoughts about abstract or cultural topics such as music or film.

WI.3 Can compose letters expressing different opinions and giving detailed accounts of personal feelings and experiences.

WI.4 Can reply to an advertisement in writing and ask for further information on items that interest them.

<p>WI.5 Can compose basic formal e-mails/letters (e.g. to make a complaint and request action).</p> <ul style="list-style-type: none"> Notes, messages and forms <p>WI.6 Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/ she feels are important.</p> <p>WI.7 Can take routine messages that are likely to occur in a personal, professional or academic context.</p> <p>WI.8 Can take messages communicating enquiries and explaining problems.</p>
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Overall Written Production B1

WP1 Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.

Relevant Subscales for Written Production

- Creative writing

WP.1 Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.

WP.2 Can write accounts of experiences, describing feelings and reactions in simple connected text.

WP.3 Can write a description of an event, a recent trip – real or imagined.

WP.4 Can narrate a story.

WP.5 Can clearly signal chronological sequence in narrative text.

WP.6 Can give a simple review of a film, book or TV programme using a limited range of language.

- Reports and essays

WP.7 Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.

WP.8 Can produce short, simple essays on topics of interest.

WP.9 Can produce a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, and give and justify their opinion.

Overall Spoken Interaction B2

SI1 Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party.

SI2 Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.

SI3 Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.

SI4 Can communicate spontaneously with good grammatical control without much sign of having to restrict what they want to say, adopting a level of formality appropriate to the circumstances.

Relevant Subscales for Spoken Interaction

- Understanding an interlocutor

SI.1 Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.

- Conversation

SI.2 Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.

SI.3 Can sustain relationships with users of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient language user.

SI.4 Can convey degrees of emotion and highlight the personal significance of events and experiences.

SI.5 Can establish a relationship with interlocutors through sympathetic questioning and expressions of agreement plus, if appropriate, comments about third parties or shared conditions.

SI.6 Can indicate reservations and reluctance, state conditions when agreeing to requests or granting permission, and ask for understanding of their own position.

- Informal discussion

SI.7 Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.

SI.8 Can with some effort catch much of what is said around him/her in discussion but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.

SI.9 Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.

SI.10 Can keep up with an animated discussion between proficient users of the target language.

SI.11 Can express their ideas and opinions with precision, and present and respond to complex lines of argument convincingly.

- Formal discussion and meetings

SI.12 Can participate actively in routine and non-routine formal discussion.

SI.13 Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker.

SI.14 Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.

SI.15 Can keep up with an animated discussion, identifying accurate arguments supporting and opposing points of view.

SI.16 Can express their ideas and opinions with precision, and present and respond to complex lines of argument convincingly.

- Goal-oriented cooperation

SI171 Can understand detailed instructions reliably.

SI.18 Can help along the progress of the work by inviting others to join in, say what they think, etc.

SI.19 Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.

- Transactions to obtain goods and services

SI.20 Can state requirements and ask detailed questions regarding more complex services, e.g. rental agreements

SI.21 Can explain a problem which has arisen and make it clear that the provider of the service/ customer must make a concession.

SI.22 Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, or blame regarding an accident.

SI.23 Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession they are prepared to make.

- Information exchange

SI.24 Can pass on detailed information reliably.

SI.25 Can understand and exchange complex information and advice on the full range of matters related to their occupational role.

<p>SI.26 Can use appropriate technical terminology when exchanging information or discussing their area of specialisation with other specialists.</p> <ul style="list-style-type: none"> ▪ Interviewing and being interviewed
<p>SI.27 Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.</p>
<p>SI.28 Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.</p>

Overall Spoken Production B2

<p>SP1 Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/ her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.</p>
<p>SP2 Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.</p>

Relevant Subscales for Spoken Production

<ul style="list-style-type: none"> ▪ Sustained monologue: Describing experience <p>SP.1 Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.</p> <p>SP.2 Can describe the personal significance of events and experiences in detail.</p>
<ul style="list-style-type: none"> ▪ Sustained monologue: Giving information <p>SP.3 Can communicate detailed information reliably.</p> <p>SP.4 Can give a clear, detailed description of how to carry out a procedure.</p> <p>SP.5 Can communicate complex information and advice on the full range of matters related to their occupational role.</p>
<ul style="list-style-type: none"> ▪ Sustained monologue: Putting a case (e.g. in debate) (same as B2) <p>SP.6 Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.</p> <p>SP.7 Can construct a chain of reasoned argument.</p> <p>SP.8 Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p> <p>SP.9 Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.</p>
<ul style="list-style-type: none"> ▪ Public announcements <p>SP.10 Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.</p>
<ul style="list-style-type: none"> ▪ Addressing audiences <p>SP.11 Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.</p> <p>SP.12 Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.</p> <p>SP.13 Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</p> <p>SP.14 Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.</p>

Overall Listening Comprehension B2

L1 Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.

L2 Can follow extended discourse and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.

L3 Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.

Relevant Subscales for Listening Comprehension

- Understanding conversation between other people

L.1 Can with some effort catch much of what is said around him/her but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.

L.2 Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety.

L.3 Can follow chronological sequence in extended informal discourse, e.g. in a story or anecdote.

L.4 Can keep up with an animated conversation between proficient users of the target language.

- Listening as a member of an audience

L.5 Can follow complex lines of argument in a clearly articulated lecture, provided the topic is reasonably familiar.

L.6 Can distinguish main themes from asides, provided the lecture or talk is delivered in standard language or a familiar variety.

L.7 Can recognise the point of view expressed and distinguish this from facts being reported.

L.8 Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.

L.9 Can understand the point of view expressed on topics that are of current interest or that relate to their specialised field, provided the talk is delivered in standard language or a familiar variety.

- Listening to announcements and instructions

L.10 Can understand announcements and messages on concrete and abstract topics delivered in standard language or a familiar variety at normal speed.

L.11 Can understand detailed instructions well enough to be able to follow them successfully

- Listening to audio media and recordings

L.12 Can understand most documentaries and most other recorded or broadcast audio material delivered in standard form of the language and can identify mood, tone etc.

L.13 Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify viewpoints and attitudes as well as the information content.

- Watching TV and film

L.14 Can extract the main points from the arguments and discussions in news and current affairs programmes.

L.15 Can understand most TV news and current affairs programmes.

L.16 Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.

- Identifying cues and inferring

L.17 Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.

- Notetaking

L.18 Can understand a clearly structured lecture on a familiar subject and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.

Overall Reading Comprehension B2

R1 Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary but may experience some difficulty with low-frequency idioms.

Relevant Subscales for Reading Comprehension

- Reading correspondence

R.1 Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.

R.2 Can understand what is said in a personal e-mail or posting even where some colloquial language is used.

- Reading for orientation

R.3 Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.

R.4 Can scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use.

R.5 Can scan quickly through long and complex texts, locating relevant details.

R.6 Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.

- Reading for information and argument

R.7 Can recognise when a text provides factual information and when it seeks to convince readers of something.

R.8 Can recognise different structures in discursive text: contrasting arguments, problem–solution presentation and cause–effect relationships.

R.9 Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.

- Reading instructions

R.10 Can understand lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections.

- Identifying cues and inferring

R.11 Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.

Overall Written Interaction B2

WI1 Can express news and views effectively in writing and relate to those of others.

Relevant Subscales for Written Interaction

- Correspondence

WI.1 Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.

- Notes, messages and forms (same as B1)

WI.2 Can take messages communicating enquiries, explaining problems.

Overall Written Production B2

WP1 Can produce clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.

Relevant Subscales for Written Production

- Creative writing

WP.1 Can give clear, detailed descriptions on a variety of subjects related to his/her field of interest.

WP.2 Can write a review of a film, book or play.

WP.3 Can give clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.

- Reports and essays

WP.4 Can produce an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.

WP.5 Can synthesise information and arguments from a number of sources.

WP.6 Can produce an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.

WP.7 Can produce a detailed description of a complex process. Can evaluate different ideas or solutions to a problem.

Overall Spoken Interaction C1

SI1 Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.

Relevant Subscales for Spoken Interaction

- Understanding an interlocutor

SI.1 Can understand an interlocutor in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the variety is unfamiliar.

- Conversation

SI.1 Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.

- Informal discussion

SI.2 Can easily follow and contribute to complex interactions between third parties and in group discussion, even on abstract, complex unfamiliar topics.

- Formal discussion and meetings

SI.3 Can restate, evaluate and challenge contributions from other participants about matters within their academic or professional competence.

SI.4 Can make critical remarks or express disagreement diplomatically.

SI.5 Can follow up questions by probing for more detail and can reformulate questions if these are misunderstood.

SI.6 Can easily keep up with the debate, even on abstract, complex unfamiliar topics.

SI.7 Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.

- Goal-oriented cooperation

<p>SI.8 Can frame a discussion to decide on a course of action with a partner or group, reporting on what others have said, and summarising, elaborating and weighing up multiple points of view.</p> <ul style="list-style-type: none"> ▪ Obtaining goods and services
<p>SI.9 Can negotiate complex or sensitive transactions in public, professional or academic life.</p> <ul style="list-style-type: none"> ▪ Information exchange (same as B2)
<p>SI.10 Can pass on detailed information reliably.</p> <p>SI.11 Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.</p> <p>SI.12 Can use appropriate technical terminology when exchanging information or discussing their area of specialisation with other specialists.</p>
<ul style="list-style-type: none"> ▪ Interviewing and being interviewed <p>SI.13 Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.</p>

Overall Spoken Production C1

SP1 Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.

Relevant Subscales for Spoken Production

- Sustained monologue: Describing experience

SP.1 Can give clear, detailed descriptions of complex subjects.

SP.2 Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

- Sustained monologue: Giving Information

SP.3 Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other.

SP.4 Can give instructions on carrying out a series of complex professional or academic procedures.

- Sustained monologue: Putting a case (e.g. in debate)

SP.5 Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.

SP.6 Can develop an argument systematically in well-structured language, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.

- Public announcements

SP.7 Can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely.

- Addressing audiences

SP.8 Can handle interjections well, responding spontaneously and almost effortlessly.

SP.9 Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.

SP.10 Can structure a longer presentation appropriately in order to help the audience follow the sequence of ideas and understand the overall argumentation.

SP.11 Can speculate or hypothesise in presenting a complex subject, comparing and evaluating alternative proposals and arguments.

Overall Listening Comprehension C1

L1 Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the variety is unfamiliar.

L2 Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.

L3 Can follow extended discourse even when it is not clearly structured and when relationships are only implied and not signalled explicitly.

Relevant Subscales for Listening Comprehension

- Understanding conversation between other people

L.1 Can understand and follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.

L.2 Can identify the attitude of each participant in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in varieties that are familiar.

- Listening as a member of an audience

L.3 Can follow most lectures, discussions and debates with relative ease.

- Listening to announcements and instructions

L.4 Can extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium, etc.

L.5 Can understand complex technical information, such as operating instructions, specifications for unfamiliar products and services.

- Listening to audio media and recordings

L.6 Can understand a wide range of recorded and broadcast material, including non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.

- Watching TV and film

L.7 Can follow films employing a considerable degree of slang and idiomatic usage.

L.8 Can understand in detail the arguments presented in demanding television broadcasts such as current affairs programmes, interviews, discussion programmes and chat shows.

L.9 Can understand nuances and implied meaning in most films, plays and TV programmes, provided these are delivered in standard language or a familiar variety.

- Identifying cues and inferring

L.10 Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what comes next.

Overall Reading Comprehension C1

R1 Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.

R2 Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided there are opportunities for rereading, and they have access to reference tools.

Relevant Subscales for Reading Comprehension

- Reading correspondence

R.1 Can understand any correspondence given the occasional use of the dictionary.

R.2 Can understand implicit as well as explicit attitudes, emotions and opinions expressed in e-mails, discussion forums, vlogs/blogs, etc., provided there are opportunities for rereading, and they have access to reference tools.

R.3 Can understand slang, idiomatic expressions and jokes in private correspondence.

<ul style="list-style-type: none"> Reading for orientation (same as B2) <p>R.4 Can scan quickly through long and complex texts locating relevant details.</p> <p>R.5 Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.</p> <p>R.6 Can scan quickly through several sources (articles, reports, websites, books, etc.) in parallel, in both their own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand.</p>
<ul style="list-style-type: none"> Reading for information and argument <p>R.7 Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes as well as stated opinions.</p>
<ul style="list-style-type: none"> Reading instructions <p>R.8 Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her area of speciality, provided he/she can reread difficult sections.</p>
<ul style="list-style-type: none"> Identifying cues and inferring <p>R.9 Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p>

Overall Written Interaction C1
WI1 Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.
Relevant Subscales for Written Interaction
<ul style="list-style-type: none"> Correspondence <p>WI.1 Can express themselves with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.</p> <p>WI.2 Can, with good expression and accuracy, compose formal correspondence such as letters of clarification, application, recommendation, reference, complaint, sympathy and condolence.</p>
<ul style="list-style-type: none"> Notes, messages and forms (same as B1) <p>WI.3 Can take or leave complex personal or professional messages, provided they can ask for clarification or elaboration if necessary.</p>

Overall Written Production C1
WP1 Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.
WP2 Can employ the structure and conventions of a variety of genres, varying the tone, style and register according to addressee, text type and theme.
Relevant Subscales for Written Production
<ul style="list-style-type: none"> Creative writing <p>WP.1 Can produce clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</p> <p>WP.2 Can employ the structure and conventions of a variety of genres, varying the tone, style and register according to addressee, text type and theme.</p> <p>WP.3 Can give a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works.</p>
<ul style="list-style-type: none"> Reports and essays <p>WP.4 Can produce clear, well-structured expositions of complex subjects, underlining the relevant salient</p>

issues.
WP.5 Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.
WP.6 Can produce a suitable introduction and conclusion to a longer report, article or dissertation on a complex academic or professional topic provided the topic is within their field of interest and there are opportunities for redrafting and revision.
<ul style="list-style-type: none"> ▪ Planning
WP.7 Can, when preparing a more formal text, consciously adopt the conventions linked to the particular type of text concerned (e.g. structure, level of formality).
<ul style="list-style-type: none"> ▪ Compensating
WP.8 Can exploit their range of vocabulary options creatively so as to readily and effectively use circumlocution in almost all situations.

Overall Spoken Interaction C2
SI1 Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning.
SI2 Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices.
SI3 Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
Relevant Subscales for Spoken Interaction
<ul style="list-style-type: none"> ▪ Understanding an interlocutor
SI.1 Can understand any interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a less familiar variety.
<ul style="list-style-type: none"> ▪ Conversation
SI.2 Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.
<ul style="list-style-type: none"> ▪ Informal discussion
SI.3 Can advise on or discuss sensitive issues without awkwardness, understanding colloquial references and dealing diplomatically with disagreement and criticism.
<ul style="list-style-type: none"> ▪ Formal discussion and meetings
SI.4 Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to native speakers.
SI. 5 Can advise on/handle complex, delicate or contentious issues, provided they have the necessary specialised knowledge.
SI. 6 Can deal with hostile questioning confidently, hold on to the turn and diplomatically rebut counterarguments.
<ul style="list-style-type: none"> ▪ Goal-oriented cooperation (same as C1)
SI. 7 Can frame a discussion to decide on a course of action with a partner or group, reporting on what others have said, and summarising, elaborating and weighing up multiple points of view.
<ul style="list-style-type: none"> ▪ Transactions to obtain goods and services (same as C!)
SI.8 Can negotiate complex or sensitive transactions in public, professional or academic life.
<ul style="list-style-type: none"> ▪ Information exchange (same as B2)
SI.9 Can understand and exchange complex information and advice on the full range of matters related to their occupational role.

SI.10 Can use appropriate technical terminology when exchanging information or discussing their area of specialisation with other specialists.
<ul style="list-style-type: none"> ▪ Interviewing and being interviewed
SI. 11 Can keep up his/her side of the dialogue extremely well, structuring the talk and interacting authoritatively with complete fluency as interviewer or interviewee, at no disadvantage to other participants .
<ul style="list-style-type: none"> ▪ Co-operating
SI. 12 Can link contributions skilfully to those of others, widen the scope of the interaction and help steer it towards an outcome.

Overall Spoken Production C2
SP1 Can produce clear, smoothly flowing well-structured discourse with an effective logical structure which helps the recipient to notice and remember significant points.
Relevant Subscales for Spoken Production
<ul style="list-style-type: none"> ▪ Sustained monologue: Describing experience
SP.1 Can give clear, smoothly flowing, elaborate and often memorable descriptions.
<ul style="list-style-type: none"> ▪ Sustained monologue: Putting a case (same as C1)
SP.2 Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.
SP.3 Can develop an argument systematically in well-structured language, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.
<ul style="list-style-type: none"> ▪ Public announcements (same as C1)
SP.4 Can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely.
<ul style="list-style-type: none"> ▪ Addressing audiences
SP.5 Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.
SP.6 Can handle difficult and even hostile questioning.

Overall Listening Comprehension C2
L1 Can understand with ease virtually any kind of language, whether live or broadcast, delivered at fast natural speed.
Relevant Subscales for Listening Comprehension
<ul style="list-style-type: none"> ▪ Understanding conversation between other people
L.1 Can identify the sociocultural implications of most of the language used in colloquial discussions that take place at a natural speed.
<ul style="list-style-type: none"> ▪ Listening as a member of an audience
L.2 Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.
L.3 Can make appropriate inferences when links or implications are not made explicit.
L.4 Can get the point of jokes or allusions in a presentation.
<ul style="list-style-type: none"> ▪ Listening to announcements and instructions (same as C1)
L.5 Can extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc.
L.6 Can understand complex technical information, such as operating instructions, specifications for

familiar products and services.
<ul style="list-style-type: none"> Listening to audio media and recordings (same as C1) <p>L.7 Can understand a wide range of recorded and broadcast audio material, including some non- standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.</p>
<ul style="list-style-type: none"> Watching TV and film (same as C1) <p>L.8 Can follow films employing a considerable degree of slang and idiomatic usage. L.9 Can understand in detail the arguments presented in demanding television broadcasts such as current affairs programmes, interviews, discussion programmes and chat shows. L.10 Can understand nuances and implied meaning in most films, plays and TV programmes, provided these are delivered in standard language or a familiar variety.</p>
<ul style="list-style-type: none"> Identifying cues and inferring (same as C1) <p>L.11 Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p>
<ul style="list-style-type: none"> Notetaking <p>L.12 Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker.</p>

Overall Reading Comprehension C2

R1 Can understand virtually all types of texts including abstract, structurally complex, or highly colloquial literary and non-literary writings.

R2 Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.

Relevant Subscales for Reading Comprehension

Relevant Subscales for Reading Comprehension

- Reading correspondence

R.1 Can understand specialised, formal correspondence on a complex topic.

- Reading for orientation (same as B2)

R.2 Can scan quickly through long and complex texts, locating relevant details.

R.3 Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.

R.4 Can scan quickly through several sources (articles, reports, websites, books, etc.) in parallel, in both their own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand.

- Reading for information and argument

R.5 Can understand the finer points and implications of a complex report or article even outside their area of specialisation.

- Reading instructions (same as C1)

R.6 Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.

- Identifying cues and inferring (same as C1)

R.7 Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.

Overall Written Interaction C2 (same as C1)

WI1 Can express themselves in an appropriate tone and style in virtually any type of formal and informal interaction.

Relevant Subscales for Written Interaction

- Correspondence

WI.1 Can compose virtually any type of correspondence necessary in the course of their professional life in an appropriate tone and style.

- Notes, messages and forms (same as B2)

WI.2 Can take or leave complex personal or professional messages, provided they can ask for clarification or elaboration if necessary.

Overall Written Production C2

WP1 Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.

Relevant Subscales for Written Production

- Creative writing

WP.1 Can relate clear, smoothly flowing and engaging stories and descriptions of experience in a style appropriate to the genre adopted.

WP.2 Can exploit idiom and humour appropriately to enhance the impact of the text.

- Reports and essays

WP.3 Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works.

WP.4 Can provide an appropriate and effective logical structure which helps the reader to find significant points.

WP.5 Can set out multiple perspectives on complex academic or professional topics, clearly distinguishing their own ideas and opinions from those in the sources.

- Compensating

WP.6 Can substitute an equivalent term for a word/sign they can't recall, so smoothly that it is scarcely noticeable.



Appendix two



Speaking Test Assessor Training Declaration

Centre:		Head of Centre:	
Speaking Test Assessor			
First Name:		Surname:	
Speaking Test Assessors do not have to be native English speakers, but they must meet at least three of the criteria below. Tick the three that apply:			
1	Be a native or near native speaker		
2	Have a degree level qualification which was taught in English, or a teaching qualification which was taught in English		
3	Have five years' experience of teaching English		
4	Be an official oral examiner for another Awarding Organisation/Exam Board		
5	Be able to demonstrate a thorough knowledge of AIM's ESOL qualifications (e.g. from having prepared candidates)		
Please detail how the above criteria are met. Outline any experience/qualifications which are relevant to the role of Speaking Test Assessor.			
Date of Training:		Location of Training:	
Contact Details:			
Address:			
Email:			
Telephone:			
Assessor Declaration:	By signing this document, I confirm that there are no known conflicts of interest between myself and any of the candidates I will be assessing.		
Signature of Speaking Test Assessor:		Date:	
Head of Centre Declaration:	By signing this document, I confirm that the above Speaking Test Assessor has been inducted and trained, has the appropriate skills and experience to carry out the role of Speaking Test Assessor for ESOL qualifications and I have seen evidence that they met at least three of the above criteria. I confirm that there are no conflicts of interest between the Speaking Test Assessor and any candidates.		
Signature of Head of Centre:		Date:	



Appendix three

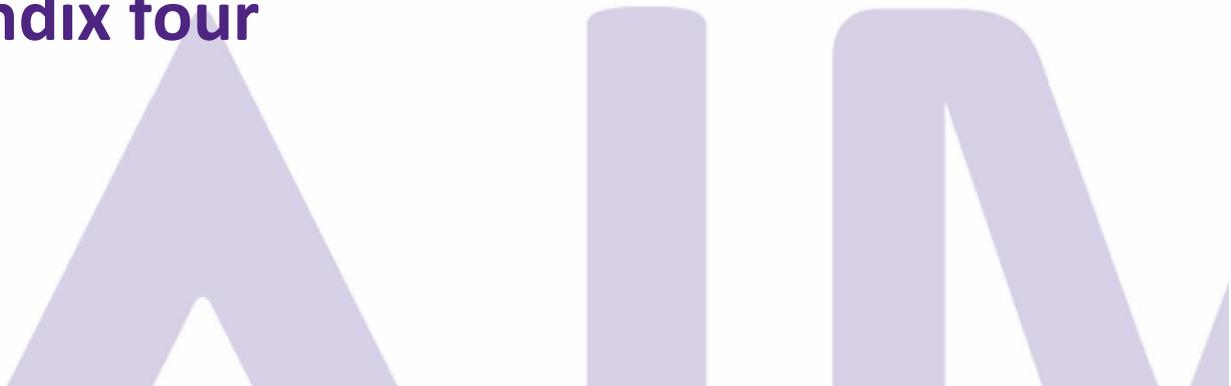
AINA

Exam Invigilator Person Specification

	Essential	Desirable
Qualifications	Evidence of basic literacy and numeracy skills.	An English language Qualification.
Knowledge & Experience	A basic understanding of examinations. To have undertaken full invigilator training, resulting in a good understanding of the examination process, regulations and protocol.	Previous invigilation Experience. Previous experience of working in a busy school environment.
Skills	Able to understand basic written English in order to read the instructions on the front of the examination paper. Respectful of confidentiality and paper security Able to operate the audio technology used during The listening examinations. Mindful of candidates' needs. Able to deal with difficult or urgent situations. "Firm but fair" – able to control a large group of candidates and ensure that all rules and regulations are adhered to. Good oral and written communication skills. The ability to work as part of a team.	
Attributes	Punctual and reliable Flexible Ability to work under pressure Conscientious Responsible	



Appendix four



Invigilator Instructions

All invigilators must arrive at the examination room no later than 30 minutes before the published start time.

You may not be the sole/chief invigilator if you are a relative of a candidate, or a teacher who has prepared the candidates for the examination – please read full details about conflicts of interest in Section 3. There must be at least one invigilator present per 30 candidates. Where there are fewer than 30 candidates and a sole invigilator, assistance must be available for the invigilator without them having to leave the room or disturb the candidates.

All invigilators will be informed by AIM Qualifications prior to the examination of any special arrangements for individual candidates (e.g. extra time for dyslexia).

Before the examination

The invigilator must check the suitability of the room:

- The room must be arranged so that candidates face in the same direction. Desks should be 1.25m apart so that the invigilator can walk between them.
- All candidates in the room must be able to be seen by an invigilator at all times.
- Writing surfaces should be as flat and smooth as possible, since holes and cracks in the surface make it difficult for candidates to write clearly.
- The temperature should be appropriate for the season and at the right temperature before the candidate arrives.
- Lighting must be adequate for reading and completing the examination scripts.
- The room should be located in a quiet area away from external noise.
- The room should have a clock and a board on which to record the start and finish times of the examination. These should be positioned so that all candidates can see them without having to turn around.
- Listening equipment must be in good working order and the listening sound file audible to every candidate.
- Any display material that may be of assistance to candidates must be removed prior to candidates entering the room.
- The invigilator must have available a whiteboard marker, extra pens for candidates, extra 'rough' paper and a method to attach extra paper to examination scripts (e.g. staples).
- Where there is a sole invigilator, there must be a mobile phone available so that the invigilator can contact the centre for assistance (for example if a candidate needs to leave the room).

Invigilators must confirm and be satisfied with the identity of all candidates sitting the examination.

Do they match the information on the assessment cover sheet? By signing the assessment cover sheet, the invigilator takes responsibility for confirmation of candidate attendance at the examination. Candidates should be asked to display their ID on the desk in front of them.

If the candidate's identity cannot be confirmed he or she will be removed from the examination immediately.

- Invigilators must remove any unauthorised items and place them out of reach of the candidates (e.g. at the back of the examination room):
- Before candidates commence work, they must be reminded of exam regulations
- Candidates should be informed that they are subject to the examination regulations of AIM Qualifications.
- Check that candidates do not have any/access to any unauthorised items – warn them that failure to hand these items in could result in disqualification. [E.g. mobile phone, notes, listening device (iPod) access to additional browser, spell checker for PDF or online exams etc.].
- Check that candidates have the correct materials (examination papers, pens etc) to complete the exam.
- The invigilator must draw the candidates' attention to instructions printed on the front of the exam paper.
- Clearly inform candidates when they are to begin and finish the examination, reinforcing this via the visual information set out on the whiteboard.
- Remind candidates of regulations for leaving the exam room during the exam.
- Tell them that a verbal warning 10 minutes before the end of the examination will also be given, preparing them for the finish.

The following is a suggested script for invigilators:

You are now subject to the examination regulations of AIM Qualifications. Only material listed on the front of the examination paper is permitted in the exam room. No other material is permitted. If you are found to have any other material, even if you did not intend to use it, then you are in breach of the examination regulations and will be reported to AIM Qualifications. Normal practice in these circumstances is to disqualify you from the examination. Check now that you are not in possession of any unauthorised materials, such as notes, books, dictionaries, calculators, mobile telephones or any other communicative device. Please ensure that all mobile phones are switched off. Please hand in now any unauthorised items you may have. Check that you have the right examination paper on the desk in front of you. Check your personal details on the front of the paper. Place your identity card on your desk so invigilators can check it during the examination without disturbing you. All answers must be written in pen only. You may not communicate in any way with another candidate. Should you require any assistance, raise your hand and an invigilator will come and help you. No explanation can be given as to the meaning of the question. You will be told when you have 10 minutes of the examination left. During these last 10 minutes you must remain in the room. The examination lasts for hours (including the listening) and will finish at I shall now start the listening part of the examination. Good Luck.”

- Candidates should be aware that the listening section of the examination comes first, followed immediately by the reading and writing section. The duration of the examination is stated on the front of the examination paper.

During the examination

Once the listening section of the examination is over, the listening scripts should be collected by the invigilator. They should not remain on the desk for the duration of the examination. Candidates must then be told to commence the reading and writing paper.

Candidates must be supervised at all times throughout the examination – from when they enter the room until all examination papers have been collected.

Candidates are not permitted to talk during the examination.

Any candidate arriving late will not be admitted to the exam room until the listening section of the examination has been completed. Latecomers must be ready to enter the room/hall within the first half-hour of the examination commencing. Late arrivals will not have extra time or be given access to the listening section. Latecomers who arrive after the first half-hour will not be admitted to take the examination.

The invigilator must complete the Assessment Cover Sheet.

Ensure that if a student leaves the room temporarily, they are supervised by a member of staff (preferably of the same sex).

Candidates can leave the room once they have finished their paper. They are not permitted to leave in the last ten minutes as this may distract the other candidates who are trying to finish their paper.

After the examination

Collect all scripts and batch the listening papers and written papers into two separate piles. Return them immediately to the designated office/address.

Ensure that the Assessment Cover Sheet has been signed and return it with the papers.

Invigilator Checklist

1	Check suitability of room e.g. table layout, heating and lighting	
2	Ask candidates to leave their belongings at the back (or front) of the room	
3	Make sure there is a working clock in the room	
4	Make sure you have a mobile phone. (Ring the centre if a student needs the toilet – a member of the centre will come to escort them)	
5	Check that candidates have the correct paper	
6	Check that candidates do not have any prohibited materials (e.g. mobile phone, books, notes etc.)	
7	Ask candidates to display their student card (or any form of ID) on their table in front of them	
8	Make sure you read the suggested script provided in the invigilator instructions	
9	Write the examination start and finish times on a display board (the length of time for the examination will be stated on the written paper)	
10	When the exam is underway (after the listening section is finished and candidates have started the written section), check IDs and check students off on the Assessment Cover Sheet. Check their names on their student cards and make any spelling corrections to the Assessment Cover Sheet. Complete the Assessment Cover Sheet	